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CULTURAL DIALOGUE THROUGH A WRITING CONTEST

A TEACHER RESOURCE BOOKLET BASED ON ENTRIES HONORED IN THE 1983-84-85 ANNUAL EXPLORING CULTURE REGIONAL WRITING CONTESTS

CENTRAL MASSACHUSETTS REGION

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Central Massachusetts Regional Education Center
Bureau of Transitional Bilingual Education (TBE)
Massachusetts Department of Education
March 1986

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PREFACE

In 1983, the Massachusetts Department of Education, Central Massachusetts Regional Education Center began a project designed to promote cultural awareness at school level. The focus of this project was a writing contest, called Exploring Culture Writing Contest, which has demonstrated to be an excellent resource to bring together students, teachers, administrators and parents in a common task of researching their own background and sharing it with one another.

The first year of the contest, a representative sample of students (over 600) participated. The topic, "When you talk about "culture", what are you talking about?", motivated students to research their own heritage and examine the differences and similarities between theirs and other's cultures. Teachers were also encouraged to do pre-and post contest activities; objective classroom activities and professional resources were made available to all of them.

The initial reading of the entries was a team work done by staff from the Department of Education who volunteered their time. The selection of final winners was done by a jury composed of teachers and administrators. Both judges and those involved in the screening of entries found the reading and scoring process a satisfying and learning experience. Contestants were acknowledged by their participation in the contest with a certificate given to all of them. Winners, friends, parents, teachers and school administrators were honored at a ceremony held in the regional office. The authors of the best entries of each age group were given a selection of books which reflected the topic of the contest. A choral performance by the students from Burncoat Elementary School in Worcester closed the day.

The second year the topic of the contest focused on "Advantages and Disadvantages of Living In a Multicultural Society". The topic was very well accepted, and schools responded with renewed enthusiasm. The over 900 entries received reflected the full cultural diversity of the population and the positive impact of the project in the schools. Again this second year the chorus from Burncoat Elementary School in Worcester entertained the audience at the award ceremony.

This past year, though the format remained the same, the contest was expanded to include the participation of foreign language students; this approach was successful in bridging the gap between bilingual and foreign language education programs, especially because students learning a modern foreign language were encouraged to write the essay in this language. The topic "How Cultural Traditions Fit in Your Everyday Life" was well received. We surpassed both the number of entries received (almost 1400) and the number of schools that participated (57). The majority of contestants wrote their essays in English but we also received entries written in Polish, Vietnamese, German, Japanese, Farsi, Hindi, Greek, Hebrew, Lithuanian, Portugese and Spanish. The Regional Center Director, Joan Schuman, awarded the prizes to the winners and the Honorable Mentions and to several runners-up in each group. An outstanding performance of the "Firebird", a giant colored shadow-puppet spectacle based on Stravinsky's 1919 Suite, was offered by the internationally recognized professional puppeteers, The Underground Railway Theater.

These results are very promising but to achieve a real understanding among cultures more needs to be done in and outside the classrooms. This booklet is a response to this need for a contest follow-up. It is our hope that this publication will assist teachers in the development of meaningful and successful experiences for their students and themselves.

I wish to express my appreciation to the following people for their contributions to the project:

Students of Central Massachusetts Region
Contributing Teachers and Principals
Ernest Mazzone, the Director of the Bureau of Transitional Bilingual Education for making possible the presentation of the spectacle of the "Firebird"
Jana Kendall Harrison, for her calligraphy work
CMREC Staff, especially to Catherine O'Brien, for the number of extra hours she has put into this project, Harriet Schechter for her advice, and Joan Schuman, Director of the Central Massachusetts Regional Education Center for her unconditional support.

Roser Salavert
Project Coordinator

INTRODUCTION

Much attention is focused on the acceptance of students from minority cultures and attempts are made to promote cultural awareness at the school level. However, most of these efforts are partial; they tend to be geared only to the acceptance of specific ethnic groups and/or students with limited English skills.

The Culture Writing Contest essays described herein encourage each individual to research into his/her own heritage, by exchanging experiences and information. In the classroom, students can gain a real understanding of their own cultural identity and that of his/her peers. Teaching culture requires from the teacher knowledge of cultural facts, and more importantly a familiarity with the way people from other cultures think and react. It is with this frame of mind that this booklet has been prepared. The following pages invite teachers to examine the most salient aspects embedded into the concept of culture and offers suggestions aimed to develop activities around the idea of cultural communication that can then be of direct use in the classroom. As an example the booklet offers specific classroom activities based on the 1985 contest essays. We hope teachers will find them useful when preparing their own using the entries honored in 1984 and 1983 contests, which are included in the Appendices.*

This resource handbook is intended for the use of elementary and secondary English teachers and students but its use should not be limited to them. The suggestions contained in this booklet are also appropriate for foreign language classes and workshops in multicultural issues.

* *P.D. While the essays are originals, grammatical errors have been corrected where necessary.*

WINNERS OF THE 1985 CONTEST

GRADES 1 - 4

1ST	LUCIA MIRON	JUNIPER HILL SCHOOL, FRAMINGHAM
2ND	ALEJANDRA MALDONADO	MEMORIAL SCHOOL, HOPEDALE
3RD	SHULAMIT L.B. KLEINERMAN	DEXTER PARK SCHOOL, ORANGE
HM	MONICA O'CONNELL	OUR LADY OF THE ANGELS, WORCESTER
HM	MARC ROBBINS	SUTTON ELEMENTARY SCHOOL, SUTTON
HM	JEFFERY KIM	CHICKERING SCHOOL, DOVER
HM	MARK DIGREGORIO	W.E. BALMER SCHOOL WHITINSVILLE/NORTHBRIDGE

GRADE 5 - 6

1ST	ZUZANNA KARPINSKA	MIDLAND ST. SCHOOL, WORCESTER
2ND	KHINE LIM	MARLBORO MIDDLE SCHOOL, MARLBORO
3RD	CHANTHANOM HOUATCHANTHARA	MARY E. WELLS SCHOOL, SOUTHBRIDGE
HM	BETH RICHARDSON	BROOKFIELD ELEM. SCHOOL, BROOKFIELD
HM	PATRICK CARLEY	MEMORIAL SCHOOL, HOPEDALE
HM	KELLY POWELL	HASTINGS SCHOOL, WESTBORO
HM	JANE SMITH	GRAFTON ELEMENTARY SCHOOL, GRAFTON
HM	TIM TOLSON	LURA A. WHITE SCHOOL, SHIRLEY
HM	KELLY DAVIDSON	CLINTON MIDDLE SCHOOL, CLINTON

GRADE 7

1ST	*JONNATHAN GOLDEN*	*FOREST GROVE SCHOOL, WORCESTER*
	JEFFREY WEST	*CLINTON MIDDLE SCHOOL, CLINTON*
2ND	*JENNIFER ANNECHINO*	*WOODWARD SCHOOL, SOUTHBORO*
3RD	*ANDREA GINAS*	*CLINTON MIDDLE SCHOOL, CLINTON*
HM	*STEPHANIE FRIREE*	*MARLBORO MIDDLE SCHOOL, MARLBORO*
HM	*MAURA GALVIN*	*MARLBORO MIDDLE SCHOOL, MARLBORO*
HM	*HEATHER CHADBOURNE*	*NAQUAG ELEM. MIDDLE SCHOOL, RUTLAND*
HM	*CHELSEA THOMPSON*	*MOUNTVIEW JR. HIGH SCHOOL, HOLDEN*
HM	*MAYA ANDERSON*	*FOWLER JUNIOR HIGH SCHOOL, MAYNARD*

GRADES 8 - 12

1ST	*HYUNSUK KIM*	*NORTHBORO MIDDLE SCHOOL, NORTHBORO*
2ND	*ANA LEANDRES*	*HUDSON HIGH SCHOOL, HUDSON*
3RD	*REBECCA STARR*	*DOHERTY HIGH SCHOOL, WORCESTER*
HM	*LAURI PEPI*	*FOWLER JUNIOR HIGH SCHOOL, MAYNARD*
HM	*ELINNET FONSECA*	*MILFORD HIGH SCHOOL, MILFORD*
HM	*NUMDAR BAHRI*	*FRAMINGHAM HIGH SCHOOL, FRAMINGHAM*
HM	*CHANG HER*	*J.F. KENNEDY MIDDLE SCHOOL, HUDSON*
HM	*JAMES MARENGO*	*TAHANTO REG. HIGH SCHOOL, BOYLSTON*
HM	*JENNIFER RIPLEY*	*SULLIVAN MIDDLE SCHOOL, WORCESTER*

OBJECTIVES AND ACTIVITIES FOR THE TEACHER

OBJECTIVE #1:

**Research their own ethnic, historical and cultural background.*

Activities:

a. - Find out their ethnic ancestry and share it with the group.

b. - Discover the antiquity attached to everything that makes us what we are, our language, food, music, etc.

c. - Identify the major stereotypes in each cultural group.

OBJECTIVE #2:

**Awareness and acceptance of the ethnic, historical and cultural background of their own and others.*

a. - Discover through a quiz that cultures have different gesture systems.

b. - Generate classroom discussion of the role of culture and the value of difference.

c. - Discuss to what extent and in what areas has the traditional culture of each minority group changed or maintained in contact with the dominant American culture.

OBJECTIVE #3:

**Facilitate learning in any area of the curriculum by understanding the social cultural influences on learning and teaching.*

Activities:

a. - Find out how different child rearing practices have significant effect on later learning.

b. - *Determine what differences in cognitive styles are systematically related to particular social group membership and cultural practices, i.e. visual modality appears to be a strong learning style for Chinese.*

c. - *Discuss to what extent cultural attitudes and values of students and their parents affect learning and teaching.*

OBJECTIVE #4:

**The role of the culture in the classroom.*

Activities:

Research to what extent the following areas of culture might affect the classroom climate:

a. - *Family:*
- *Do children have an obligation to work to help the family?*
- *What is the degree of solidarity or cohesiveness in the family?*

b. - *The Life Cycle:*
- *What behaviors are appropriate or unacceptable for children of various ages? How might these conflict with behaviors taught or encouraged in the school?*
- *What are attitudes, expectations and behaviors toward children at different ages?*

c. - *Dress and Personal Appearance:*
- *What significance does dress have for group identity?*
- *What restrictions are imposed for "modesty"? i.e. Can girls wear shorts in the gym?*

d. - *Interpersonal Relationships:*
- *Is language competency a requirement or qualification for group membership?*
- *Do girls interact with boys? Is it proper? How is difference shown?*

e. - *Holidays and Celebrations:*
- *Which are specially important holidays and celebrations for children and why?*
- *What cultural values do they intend to inculcate?*

f. - *Work and Play:*

- *What range of behaviors are considered "work" and "play"?*
- *Why is work valued? What kinds of work are prestigious and why?*

g. - *Time and Space:*

- *How important is "punctuality"? Speed performance when taking a test?*
- *How do individuals organize themselves partially in groups? What is the knowledge and significance of cardinal directions?*

OBJECTIVES #5:

**Identify training needs for developing cultural competencies in both standard and bilingual teachers.*

Activities:

a. - *Discuss with colleagues the competencies a teacher has to have in order to work with students from a variety of backgrounds.*

b. - *Develop a list of possible competencies a teacher has to have to be effective in a multicultural classroom.*

c. - *Review the list of competencies issued by the Center of Applied Linguistics: "Guidelines for the Preparation and Certification of Teachers of Bilingual/Bicultural Education" (1974).*

d. - *Contact the Central Massachusetts Regional Education Center for technical assistance.*

ELEMENTARY CLASSROOM ACTIVITIES

MUSIC

GAMES

HISTORY

RELIGION

HOLIDAYS

CULTURAL VALUES

MUSIC

SHULAMIT L.B. KEINERMAN

GRADE 3
DEXTER PARK SCHOOL, ORANGE

THE WONDERFUL JEWISH KLEZMER OLD AND NEW

If you could see Klezmer music, it would look like a line, constantly waving, never straight; music full of joy. It originated in Romania in the 1600's. Klezmorim (musicians) traveled among the Jewish villages of Eastern Europe, playing and singing music. They tried to make people happy in the middle of a hard life.

Later (1880-1922), large numbers of Jews immigrated to America. Klezmer music came with them. Until the depression, Klezmer music was popular. The musical tradition became lost for about 50 years. It was rediscovered by a musician in the 1970's, and now many musicians are playing and recording Klezmer music.

Recently, my father and I went to a Klezmer concert and danced to the music. He remembers hearing Klezmer music in Romania when he was six (1937). When my father and I danced to the music it seemed happy, yet sometimes sad, but always buoyant.

Bibliography:

1. *Fredrick Allen, "Tootlers on the Roof," New York Magazine, Vol. 16 (1983), 16-17.*

2. *Nat Hentoff, "The Exultant Return of the Klezmorim," Progressive, Vol. 46 (1982), 52-3.*

3. *Marcos Yusim Keinerman, Interview, October 12, 1985.*

4. *Klezmer concert and dance, "The Wholesale Klezmer Band," September 14, 1985, Sponsored by the Greenfield Arts Lottery.*

5. *Richard F. Shepard, "Klezmer Music Makes Leap to Carnegie Hall", The New York Times, February 18, 1983.*

6. *Richard F. Shepard, "Eastern Europe's Klezmer Plants New Roots in America," The New York Times, June 17, 1984.*

SUGGESTED ACTIVITIES

*I. READING ALOUD:**

1. *Give students a general sense of what the story is about either by introducing the main character, or talking generally about the story (let them use native language to clarify among themselves). Do not spend too much time at this. If they have read this story before you may want to skip this step.*

2. *Read with expression, not too fast but flowing. Let children join in, make comments, ask questions. Eventually they will learn to listen to the whole story. Be patient, do not discipline them, you want to make it a fun activity.*

3. *After it is finished, let children make comments on their own do not question them.*

II. READING COMPREHENSION

1. *What is Klezmer Music?*
2. *How did the author learn about Klezmer music?*
3. *Look at the map. Where is Romania? On what continent is it? What other countries belong to Eastern Europe?*
4. *From the story, what was it like when Klezmer music was first played?*

III. VOCABULARY: *constantly, originated, immigrate, rediscover, tradition*

a. *What does each word mean?*
b. *Use each word in a complete sentence, being sure that each sentence relates to something about you or your family.*
c. *Identify the part of speech of each word.*
d. *If you changed the part of speech of the word, i.e. from a verb to an adverb, what would the new word be?*

IV. WRITING SKILLS: *Answer each question in at least two (2) complete sentences.*

1. *What kinds of music have you ever heard?*
2. *When do you like to listen to music?*
3. *List the times your family uses music in its celebrations and explain two (2) of those times in at least two (2) sentences each.*
4. *Have you ever played or made a musical instrument? Describe it and write what it was like.*

5. *Your teacher will play a piece of music for you. Write a short story about the images or pictures that come into your mind.*
6. *Write to the author of the essay. Tell him your opinion about the essay and Klezmer music.*

V. *ADDITIONAL ACTIVITIES*

1. *Compare traditions of Romania and Poland (see "Namedays" essay).*
2. *Organize a music festival in the class.*
3. *Go to the library; look for some books of the bibliographical references.*

**Source - Maria Brisk, Ph.D Curriculum Seminar, "The Bilingual Student and The Language Arts and Reading Curriculum*

GAMES

ALEJANDRA MALDONADO

GRADE 3, ESL
MEMORIAL SCHOOL, MILFORD

"HOW CULTURAL TRADITIONS FIT IN YOUR EVERYDAY LIFE"
"AMERICAN GAMES"

Last year I learned three new American games. I want to tell you about them. One of the new games that I learned last year is called "Red Rover". That game is a game where you have to make two lines. You put people in one line then in the other line. You call someone to run through the line to see if he can break it. Then the team that has the most people wins the game.

The other new American game is "Follow the Leader". It is a game that you follow the Leader and do everything the Leader does.

The other new American game is the "Angel." "Angel" is a game where the angel says "Knock, Knock", and then someone asks, "Who's there"? Angel says, "The Angel". Then someone asks, "What do you want"? Then the angel says, "A ribbon". Someone then asks, "What color?" Then the person that has that color is the angel.

My best game is "Red Rover" because you get to be with your friends and they can call you up to break the chain.

JEFFREY WEST

GRADE 7
CLINTON MIDDLE SCHOOL, CLINTON

"HOW CULTURAL TRADITIONS FIT IN MY EVERY DAY LIFE"

One of my cultural traditions is to give somebody a palm and kiss them on Palm Sunday. The reason for this is to have them forgive you for all the times you did something wrong.

We have another tradition that we do on Easter. Our grandmother would make ponies and dolls out of sweet dough with a hard boiled egg in their belly. She would give the ponies to the boys and the dolls to the girls.

A game that my grandmother taught me when I was a kid was called Bocci. To play this game somebody had to hit a ball with a stick. Then by taking turns the other players would roll another ball at the one that the first child hit with a stick. The object of the game was to hit the ball by rolling another. It's just like an Italian version of bowling.

There is a lot of Italian food that we like and eat very often. There is spaghetti, lasagna and pizza. My grandmother used to go out and buy us pizza once a week when I was a kid. But now we don't eat pizza as much as we did then. On special occasions during the year my mother would make homemade pizza and grandmother would make lasagna. So, as you can see, many culturally based traditions have had an effect on my every day life.

LUCIA MIRON

GRADE 2
JUNIPER HILL SCHOOL, FRAMINGHAM

LOS JUEGOS Y CUENTOS DE GUATEMALA

Mi mama y mi papa son de Guatemala. Ellos me ensenaron muchos juegos de

Guatemala como culebrita y tents, y cuentos como Margarita.

En el juego culebrita todos tienen una pita. La culebra se juega con dos

personas. Usan cada punta de una pita y uno tiene que saltar la pita.

Cada vez despues de un salto, la pita se sube. El que salta mas alto, gana.

Me gusta este juego porque es muy bonito.

En el cuento de Margarita, Margarita queria coger una estrella.

Como

Margarita era muy buena, sus padres salieron a buscarle una estrella. Pero

cuando ellos regreasaron, una estrella se cayo de cielo y Margarita la vio.

Le gusto mucho y la puso en su ropa. Aprendi con esto que portandose bien le

puede ocurrir algo bueno a uno.

ENGLISH TRANSLATION:

My Mommy and Daddy are from Guatemala. They taught many games from Guatemala such as "culebrita" (little snake) and stories such as Margarita.

In the "culebrits's" game everybody has a jumping rope. To play "culebrita" you need two players. They use each end of the rope and one has to jump over it. Every time and after a jump, the rope is higher. That one jumps the highest is the winner. I like this game because it is very nice.

In Margarita's story she wanted to get a star. Since Margarita was a very good girl, their parents decided to go out to get a star for her. When they were coming back a star fell from the skies and Margarita saw it. She liked it very much and put it on her dress. I learned from the story if you behave well many good things can happen.

II. READING COMPREHENSION:

1. *What new games did the author learn?*
2. *Why does the author identify the games as "American"?*
3. *What things do you think of that are "American" rather than being from another country.*

III. VOCABULARY: To, two, too; through, threw; break, brake; new, knew; one, won

1. *What does each word mean?*
2. *What do you notice about each set of words?*
3. *Use each word in a sentence.*
4. *What is the past tense of each verb: learn, is, make, put, call, has, follow, ask?*

IV. *WRITING SKILLS:* *The writer described how to play three (3) games. Describe in at least three (3) sentences how to do a task, for example how to put on a book cover, how to tie your shoes, etc.*

V. *ADDITIONAL ACTIVITIES:*

Collect games. Have children give you a game. Write it down on a cardboard or index card (5 x 8) or have child write/draw it himself. Read and explain the game as you are writing. Give the game to the child. Let him read it to all of you on his own. Keep a file box with all the games and play one everyday.

**Source - Maria Brisk, Ph.D Curriculum Seminar, "The Bilingual Student and The Language Arts and Reading Curriculum"*

SECONDARY CLASSROOM ACTIVITIES

SECONDARY SCHOOL ACTIVITIES

Grammar and vocabulary are important at all ages. However, it is our opinion that secondary students will benefit most from the previous readings if the activities are developed around the concepts of the essays and reading comprehension activities that include group discussion, individualized written work and active research in and outside the classroom.

TEACHER GUIDELINES

Concepts of the essays:

1. *What is ethnicity, tradition, heritage?*

2. *What are the definitions of culture through:*
   - *religion*
   - *tradition/custom*
   - *ceremonies*
   - *food*

3. *Why do some students see themselves as part of two or more cultures?*

4. *America as a nation of immigrants: theories of assimilations. Differences in theories and in self-perception by students.*

5. *Why is an understanding of ethnicity important?*

READING COMPREHENSION:

1. *What cultures do Jonnathan Golden, Andrea Ginas, Hyunsuk Kim identify as their cultures?*

2. *Jonnathan seems to define culture as values, ideals and traditions. What do these words mean? How are they different from each other? Give examples from Andrea's and Hyunsuk's essays of values, ideals and traditions*

that are culturally based. How are they similar? Different?

3. *Identify the culture (s) you are part of. Does your culture share the values, ideals and traditions expressed by the writers?*

4. *Discuss the roll of religion in determining a cultural identity:*

    a. *How do the writers say that religion has shaped their cultures?*
    b. *Even though the religions are different, how do they function similarly as parts of the writer's culture?*

5. *What does Jeffrey West and Laurie Pepi identify as cultural identities? How are these examples different than those described by Jonnathan, Andrea, and Hyunsuk?*

HISTORY

JENNIFER ANNECHINO

GRADE 7
WOODWARD SCHOOL, SOUTHBORO

"HISTORY THROUGH THE EYES OF A SPECTATOR"

One of the great events that occurred in our country's history was World War II. There are many books to read telling about the war, but I was lucky enough to hear about the war from a G.I. who was there.

My grandfather was eighteen years old when he enlisted in the United States Army in 1940. He began his training at Fort Dix, New Jersey, and later at Fort Bragg, South Carolina. When President Roosevelt declared war in 1941, my grandfather boarded the Queen Mary for Europe.

For the next four years my grandfather fought for the United States all over Europe. He trained in Scotland and Ireland and was sent to North Africa under the command of General Patton. It is hard for me to imagine marching, fighting and living in Sicily, Italy, France and Germany for four years.

My grandfather has told me many stories of what happened to him. Most of the stories were funny. He didn't want to talk about the sad things that happened during war time.

One incident that makes me feel proud of my grandfather is one that happened in North Africa. A United States plane had been shot down near the location of my grandfather's platoon. As the plane began to burn, my grandfather ran to the plane and carried the pilot and crew members to safety, just as the plane burst into flames. He had saved their lives! Later my grandfather received a bronze star for bravery. I feel very proud to be able to talk with my grandfather and learn first hand what was happening to our country over forty years ago.

SUGGESTED ACTIVITIES

*I. READING ALOUD:**

1. Give students a general sense of what the story is about

either by introducing the main character, or talking generally about the story (let them use native language to clarify among themselves). Do not spend too much time at this. If they have read this story before you may want to skip this step.

2. *Read with expression, not too fast but flowing. Let children join in, make comments, ask questions. Eventually they will learn to listen to the whole story. Be patient, do not discipline them, you want to make it a fun activity.*

3. *After it is finished, let children make comments on their own, do not question them.*

II. *READING COMPREHENSION:*

1. *Why do you think Jennifer prefers to learn about the history of her country from her grandfather rather than from a book?*

2. *What is the incident that makes Jennifer be so proud of her grandfather?*

3. *How old was Jennifer's grandfather when he enlisted in the Army?*

4. *What countries did Jennifer's grandfather stay in while in Europe?*

5. *Why did Jennifer's grandfather receive a bronze star?*

III. *VOCABULARY:* *events, enlisted, fought, incident, burst, bronze, bravery*

1. *What does each word mean?*

2. *Look at the verbs. Are they regular? Write the present and past tense.*

3. *Use each word in a complete sentence.*

4. *Try to write a sentence that includes two of the vocabulary words.*

IV. *WRITING:* *Answer each question in at least two (2) complete sentences*

1. *What would you ask Jennifer's grandfather about his experiences?*

2. *Write about any experience you have had that you are proud of.*

3. *List at least two historical events in the history of the United States (or your own country).*

4. *What is your opinion about war?*

V. *ADDITIONAL ACTIVITIES*

1. *Go to the library. Read or have the teacher read a book to you about World War II.*

2. *Get a current newspaper. Where is there war today? What would you do to help alleviate it?*

3. *Draw an outline of Europe. Locate all the countries mentioned in the essay.*

**Source - Maria Brisk, Ph.D Curriculum Seminar, "The Bilingual Student and The Language Arts and Reading Curriculum"*

RELIGION

JONNATHAN GOLDEN

GRADE 7
FOREST GROVE STREET SCHOOL, WORCESTER

"HOW CULTURAL TRADITIONS FIT IN YOUR EVERYDAY LIFE"

As an American Jew, I am part of two cultures which influence my daily life, my Jewish faith and my American heritage; I am close to both of these cultures, because I feel values, ideals and traditions should play an important role in everyone's life.

I am Jewish and practice the beliefs of my religious practices, ethics and values. Every week, I go to Sabbath services and give to charity. This gives me faith and a good feeling about my tradition and beliefs. Most of all, when my family comes together to celebrate holidays, I feel close to them and the past generation of Jews who have passed on their traditions to me.

I am an American, I feel pride every day at school when I say the "Pledge of Allegiance". Each Memorial Day makes me think of all the people who fought and died to preserve my freedom and right to attend school, vote in open elections when I am eighteen, choose whatever career I want, and to practice my religion. I realize I am fortunate to live in the United States of America, for if I lived in other countries such as the Soviet Union, I would not be free to be a Jew. I am very grateful that I live here.

I am thankful that my parents have taught me the important values of both the American and Jewish cultures. They have taught me that freedom, the respect for everyone's rights, and the best of the many cultures and heritages of all the people who live in our country have made it a very special place to live. Someday, I hope to teach these values to my own children.

ANDREA GINAS

GRADE 7
CLINTON MIDDLE SCHOOL

"HOW CULTURAL TRADITIONS FIT IN OUR EVERYDAY LIFE"

Greek traditions were passed down to our family from my past ancestors and we still celebrate them to this day.

There are many traditions in the Greek religion. The Greek Orthodox is our religion. In this religion priests are able to be married. We follow a calendar that goes back to the Bible. A tradition in my family is to give donations to the church. Many Greek churches are decorated with beautiful murals. Many of these murals are hand-painted in a vivid texture. We have donated a few murals to our church. We light candles at every Mass and pray heavily. Incense is a smell that is throughout the church of the Greek.

Christening is celebrated by having the babies immersed in water.

Our family celebrates Greek weddings with excitement and amusement. The man and women wear a beautiful headpiece with ribbons and flowers which make it an extraordinary appearance. This headpiece signifies unity. The ceremony at the church is rather long. Greek is spoken. The reception is a gala event with Greek music and dancing that involves catchy footwork. We break glasses as a symbol of good luck.

Easter is the biggest event for the Greek people. It is traditional to serve lamb. The trimmings are plentiful with many kinds of Greek pastries and dishes. Desert is served with various kinds of pastries such as baklava and all types of cookies. Pita is spinach served along with bastichi, a macaroni dish with meat.

Language is common in Greek culture. My grandparents were born in Greece. All their children learned to speak Greek at home and learned English in school. Hello in Greek is, "Tikanis", and good day is, "Kalimera". My family spends a lot of time with me to learn more of the language and the cultures that follow.

Other people may not think that being Greek and the traditions that follow are that interesting but to me it is, "My Heritage".

SUGGESTED ACTIVITIES:

*I. READING ALOUD:**

1. *Give students a general sense of what the story is about either by introducing the main character, or talking generally about the story (let them use native language to clarify among themselves). Do not spend too much time at this. If they have read this story before you may want to skip this step.*

2. *Read with expression, not too fast but flowing. Let children join in, make comments, ask questions. Eventually they will learn to listen to the whole story. Be patient, do not discipline them, you want to make it a fun activity.*

3. *After it is finished, let children make comments on their own, do not question them.*

II. READING COMPREHENNSION:

1. *From the readings, what religious practices are mentioned by both authors?*

2. *How do you say "hello" and "good day" in Greek?*

3. *What is Andrea referring to when she talks about "My Heritage" (last line)?*

4. *Why is it so important to Jonnathan to go to Sabbath services?*

5. *Why is Jonnathan so thankful to his parents?*

III. VOCABULARY: *donations, murals, catchy, pride, preserve, elections, grateful, heritages*

1. *Find these words in the essays. Try to interpret their meaning from its context. (The teacher may want to read the sentences aloud to the class).*

2. *Write for each word, one or two more words or expressions that have the same or similar essential meaning.*

3. *List the vocabulary words in one column. Look up in the dictionary words with opposite meaning. Write them down next to each corresponding word of column one.*

IV. WRITING SKILLS: *Answer each question in at least two (2) complete sentences*

1. *List the main ideas expressed by Andrea and Jonnathan.*

2. *Do you identify yourself with Andrea or Jonnathan? Why?*

3. *What is one of the most important cultural values to you? Why?*

4. *From the reading, describe a Greek wedding.*

5. *Write down the reasons that make Jonnathan talk of himself as "fortunate".*

V. *ADDITIONAL ACTIVITIES:*

1. *Go to the library. Research the origins of Jewish and Christian traditions.*

2. *Prepare an exhibit with photographs from journals, newspapers, your own, drawings, etc. reflecting the different cultural traditions of your class.*

**Source - Maria Brisk, Ph.D Curriculum Seminar, "The Bilingual Student and The Language Arts and Reading Curriculum"*

HOLIDAYS

CHANTHANOM HOUATCHANTHARA

GRADES 6
MARY E. WELLS SCHOOL, SOUTHBRIDGE

"NEW YEARS"

I would like to tell you how we celebrate the New Year Holiday's of my country; I will tell you how we celebrate. In America, they celebrate New Year's in January. When we lived in our country we would celebrate it in the month of June. We live in America now so we celebrate the New Year in the month of April. On New Year's Day we throw water at people. We start at about eight o'clock in the morning. Everyone in the country of Laos celebrates the New Year. People would line the roads with their buckets and a bowl. If they saw people walk by they would throw the water at them. Most of them don't mind getting wet. But, some do mind getting wet so they run as fast as they can. I remember once when I tried to throw the water at my sisters, but instead they threw it me. I was very little, then. In the afternoon around one o'clock everyone in one family would go to, "watt", it's, the temple where the Buddist lives. They also would bring the water in the bucket. But this bucket is a special bucket. They put perfume in the water to make it smell nice and they decorate the perfume water with white flowers. The flowers they have in the bucket are from their own tree. Then they pour the water on the "parte". This is the statue of the Buddu. If people saw the Buddu walk on their way they would kneel down till the Buddist walks past them, then they can get up and start to walk again. Friends and cousins visit and they would pour the perfume water on them and say or wish them good luck and hope their dreams come true. They would have a big celebration. The New Year's celebration would last one day. We still celebrate the New Year at the same month of April. But, we don't throw water at people. For every year on April, my mother and sisters would go to Lowell and they would bring the perfume water and pour it on our heads. But, we don't have a big party. Some of my friends and cousins come and we celebrate. When I grow up I hope I don't forget my religion. I like American holidays, too. I celebrate some of the holidays that they have in America. The two holidays we celebrate are Christmas, Thanksgiving, and sometimes Easter. I am glad that I have two different holidays to celebrate.

KHINE LIM

GRADES 6
MARLBORO MIDDLE SCHOOL, MARLBORO

"THE BURMESE NEW YEAR"

The Water Festival is held in mid April before the Burmese New Year. What you are supposed to do is to throw water at each other. It is said that when you throw water at a person you are washing away the bad that happened to that person the last year, so that person can start fresh in the New Year.

There are three days you can celebrate the New Year. On the first day my father fills water in many buckets and puts them in front of the house. Then he finds cups and water guns for us to use around eight or nine in the morning we start to throw water at each other. On the second day we do mostly the same things as we did on the first day.

When the third day arrives, our whole family goes out and visit places. We go to the Bagodas and worship gods. After that we go and visit our relatives. When we get home we eat something special for dinner. These three days are very important and fun for the whole family.

ZUZANNA KARPINSKA

GRADE 6
MIDLAND STREET SCHOOL, WORCESTER

"NAMEDAYS"

One of the very old and very cherished Polish traditions is to celebrate a nameday.

A nameday is one's patron saint's feast. For instance: St. Patrick's feast - March 17, St. Valentine's - February 14, St. Peter and Paul's - June 29.

A nameday has religious and Christian origin. Each day, in the whole year, is the feast of at least one saint. All Polish calendars list the saint days. There are names listed more than once so the parents or god-parents choose the nameday which follows the birthday. Polish namedays are more important than birthdays which might not be celebrated at all. (In my family, fortunately birthdays are celebrated).

According to the tradition, the nameday person called Solenizant does not invite guests. Nevertheless, he or she prepares a nice gourmet dinner and hopes that his or her well wishing friends and relatives will arrive. Of course, they do, bringing gifts and cut flowers. What a relief! And joy! Everybody sits at the table and stays there for the rest of the party. At one moment, the guests sing an old song in which they wish the Solenizant one hundred happy years. This is a special

song called "Stolat!" The dinner lasts for hours, and ends with a beautiful, delicious, creamy, three-layered cake. I've always looked forward to my namedays, (as well as to my birthdays), because of the presents, and cake, and reunion, with relatives and friends, and most of all - being very special. I have lived through nine of them and can hardly wait until the tenth - May 24, 1986.

If we didn't have namedays, I'd have to wait a whole year to greet my birthday. Also, this is a tradition I grew up with, having been born in Poland. So it would be very hard for me to retire this beautiful tradition just because I moved to America. This actually gives me two birthdays in a year. Long live traditions!

SUGGESTED ACTIVITIES:

*I. READING ALOUD:**

1. *Give students a general sense of what the story is about either by introducing the main character, or talking generally about the story (let them use native language to clarify among themselves). Do not spend too much time at this. If they have read this story before you may want to skip this step.*

2. *Read with expression, not too fast but flowing. Let children join in, make comments, ask questions. Eventually they will learn to listen to the whole story. Be patient, do not discipline them, you want to make it a fun activity.*

3. *After it is finished, let children make comments on their own, do not question them.*

II. READING COMPREHENSION:

1. *What is the main idea of these three readings?*

2. *Why do people throw water to each other to celebrate New Year's? What other cultures have a similar symbolism?*

3. *What are the differences between the New Year's celebration in Laos and Burma? What are the similarities?*

4. *Why does Poland celebrate the nameday?*

5. *Why does the solenizant not invite quests? What do you do on your birthday?*

III. VOCABULARY: *kneel down, Bagdos, origin, gourmet, greet*

1. *Make sentences with these words. Use these words in different context.*

2. *Have each student write one word on a card. Read them aloud. Keep them on a file.*

3. *Look words up in a dictionary. Write their definitions and at least one synonym for each.*

IV. WRITING SKILLS:

1. *Write a letter to the authors of the three entries. Express your opinions, ask for his/her feedback.*

2. *Write at least two sentences that summarize the main idea of the essays.*

3. *Imagine a New Year's celebration in Laos and Burma, write about it. You may also make a drawing on how you imagine people there celebrating New Year's.*

V. ADDED SUGGESTIONS:

1. *Locate Loas, Burma and Poland in a globe. Compare distances between them, to the U.S.. Draw some possible conclusions about the impact of geographical closeness and traditions.*

2. *Go to the library - do some research on Laos, Burma and Poland.*

3. *Imagine a nameday celebration dinner in Poland. Role play it.*

**Source - Maria Brisk, Ph.D Curriculum Seminar, "The Bilingual Student and The Language Arts and Reading Curriculum"*

CULTURAL VALUES

HYUNSUK KIM

GRADE 8
NORTHBORO MIDDLE SCHOOL, NORTEBORO

"DIFFERENT CULTURES"

Our cultural traditions control our life-style. For example, they effect what we eat and drink, what we wear, and how we think. What traditions we practice can differ greatly depending on where we live. I should know for I have lived in two different places and experienced two totally different cultures.

When I lived in Korea, my style of life was very different from what it is now. Our school system was different in the sense that we were taught different things. Also, up until grade six, all the classes were divided into morning and afternoon classes. So actually, we were only going to school for a half day. However, from grade one we were given much homework, and we also had school on Saturdays. When we reached sixth grade, we would bring our lunch to school.

The foods we ate were much spicier that American foods. We had rice for our main dish every meal and a very spicy main side dish. Whatever else you had was up to you.

There was a special soup that everyone ate on New Year's Day much like people in America eat turkey on Thanksgiving. There is another holiday that is also similar to Thanksgiving. When the full moon came out in the month of October, we would all go outside and give thanks. We celebrated by dancing and drinking. The children would play games and sing under the shining moon.

When we came to America, we had to give up some of the old traditions we followed. We ate different foods, spoke different language, celebrated different holidays and wore different styles of clothing. Although I have adapted to a new culture, I still maintain some of my old traditions. The combination of these two cultural traditions make my everyday life unique.

ANA LEANDRES

GRADE 9
HUDSON HIGH SCHOOL, HUDSON

AS MINHAS FERIAS

As minhas ferias do verão de 1985 foram por assim dizer as mais importantes da minha vida.

Tive a possibilidade de ir passa-las a Portugal (Açores) o que foi sim duvida um grande prazer para mim. Viajei de avião com voo directo para Ponta Delgada (São Miguel) que tambem e chamada "Ilha Verde", a la permanecí por duas semanas onde eu vivi até a idade de tres anos. Tive oportunidade de visitar e fazer algumas compras nas casas comerciais da cidade. Tambem passei algumas horas na marvilhosa praia de Populo a na Caa de S. Pedro.

Visitei alguns pontos turisticos e as lindas paisagens que esta ilha tem orgulho de apresentar aos seus visitantes, não esquecendo A Lagoa das Sete Cidades, as Furnas, a Vista do Rei, Lagoa do Fogo, etc.

Em seguido fui para a ilha de Santa Maria a viajando num pequeno avião dos Transportes Aerios Açorianos; a la fiquei por quatro semanas, que foram muito agradaveis, na companhia da minha ava, tios e primos e amigos. Passei uma grande parte do tempo na praia de S. Lourenço, que e mais encantadora praia Açoriana, comas suas lindas casa brancas a espreitor as ondas do mar e os verdejantes vinhedos que dão mais beleza e natureza e ofrecem aos seus habitantes as apetitosas uvas e o delicioso vinho de cheiro.

Passeei com os meus primos nao esquecendo a visita a pe ao ponto mais alto da ilha quee chamado o Pico Alto, donde se avista a ilha a roda. E maravilhosa ! Fizemos lindos picniques. Passei alguns dias na casa da minha ava; dias que jamais escerei.

E, finalmente regressei nos Estados Unidos trazendo no coração e no mente todo o bem estar que estas feriaz me ofrecerem.

MY VACATION

My summer vacation of 1985 was I would say, the most important of my life.

I had the possibility to go to Portugual (Azores) which was a great pleasure for me. I took a direct flight to Ponta Delgada (Sao Miguel) also call the "Ilha Verde" (Green Island), where I stayed for two weeks in the place I lived until the age of three. I had the opportunity to visit and go shopping in the city. I also spent a few hours on the wonderful beach of Populo, Casa S. Pedro.

I visited some tourist resources and the pretty countryside that the island offers to its visitors, without missing the Lake of the Sete Cidades (Seven Cities), as Furnas, a Vistes do Rei, the Lake do Fogo.

Afterwards, I went to the island of Santa Maria with a small plane of the Transportes Aerios Acorianos; I spent four weeks there, which were very pleasant, with my grandmother, uncles, cousins and friends. I spent most of my time at the beach of S. Loureno, one of the most wonderful beaches of the Azores, with its pretty white houses. The splendor of the sea and the green vineyards that add beauty to nature and offer to its inhabitants appetizing grapes and delicious wines.

I strolled around with my cousins and I did not forget to hike to the highest point of the island called Pico Alto from where you can see the whole island. It is wonderful! We had nice picnics. I spent a few days with my grandmother, days I will never forget.

And, finally I came back to the United States bringing in my heart and in my mind all the happiness that this vacation had offered to me.

REBECCA STARR

GRADE 9
DOHERTY HIGH SCHOOL, WORCESTER

In my cultural there are many traditions, laws, and customs. These factors have been a part of my life since I was born. Because of this, none of them seem strange or in any way unusual to me. To an outsider looking in though, my cultural traditions and customs might seem peculiar. Hebrew, for example, plays an important part in my culture. Many prayers and songs are in this language. If an onlooker is accustomed to doing everything in English, this practice might seem very strange.

To me, the most important item that my culture has given me is a strong family background. I am very close to my family and enjoy participating in activities with them. I feel that I can easily share things with them. I give credit and thank my culture for this gift.

I feel that if more families shared as much as my family does, many children would not feel as insecure as they do. If they had their family to talk to, they could talk about their problems and have aid in reaching a solution.

I think that it is very important for people to know about cultures other than their own. In order to accomplish this, programs should be set up where people discuss and compare cultures. This is not only important for children but for adults as well. Knowledge of other cultures might very well lessen prejudices of today.

SUGGESTED ACTIVITES:

*I. READING ALOUD:**

1. *Give students a general sense of what the story is about either by introducing the main character, or talking generally about the story (let them use native language to clarify among themselves). Do not spend too much time at this. If they have read this story before you may want to skip this step.*

2. *Read with expression, not too fast but flowing. Let children join in, make comments, ask questions. Eventually they will learn to listen to the whole story. Be patient, do not discipline them, you want to make it a fun activity.*

3. *After it is finished, let children make comments on their own, do not question them.*

II. READING COMPREHENSION:

1. What is the main idea of each of the essays?
2. Why are the cultural values attached to food?. (dress, law)
3. Why do you think Rebecca considers that a strong family background is "the most important that my culture has given me"?
4. Do you find a similar opinion in Ana's essay? Where? How does she express it?
5. Look at the map. Where is Korea? On what continent is it? Are the Azores Islands in the same continent?

III. VOCABULARY: life-style, species, custom, peculiar, onlooker, accomplish, knowledge, splendor

1. Identify them in the essays, and try to infer the meaning from the context.
2. Prepare a key word vocabulary file by writing each of these words on an index card (5 x 8). Sound it out as you are writing. Share your words with another peer; together write one sentence for each word.
3. Select a sentence from one of the essays. Identify the parts of speech of each word.
4. (Based on #3) If you change or substitute the noun in the sentence for another, does the meaning of the sentence remain? What happens if you change a part of speech of one word, i.e., from a verb to an adverb?

IV. WRITING SKILLS: Answer each question in at least two (2) complete sentences.

1. What essay do you like best? Why?
2. Do you agree with Hyunsuk's opinion that "What traditions we practice can differ greatly depending on where we live"?
3. If you could travel anywhere, where would you like to go? Why?
4. Write a letter to the authors of the essays and tell them your opinion about their ideas.

V. ADDITIONAL ACTIVITIES:

1. Write to the Korean and Portuguese Consulates. Ask for flyers, posters and information about these countries.
2. Organize an international recipe contest.

* Source - Maria Brisk, Ph.D Curriculum Seminar, "The Bilingual Student and The Language Arts and Reading Curriculum"

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APPENDIX-A
1985 CONTEST RULES

ELIGIBILITY: *Elementary and secondary students in public and private schools in the Central Massachusetts Region*

RULES:

1. *Writers may work individually or in a group (no more than three student per group).*

2. *Entries will be judged on the basis of: a) originality, b) creativity, c) staying on topic, d) correct grammar. Please indicate if your entry is from an ESL classs or a Foreign Language class.*

3. *Essays may be written in any language.*

4 *Suggested length:*

   Grades 1 to 3 (50 to 150 words) Grades 7 to 8 (200 to 300 words)
   Grades 4 to 6 (100 to 200 words) Grades 9- 12 (250 to 500 words)

5. *Pictures, graphics, photographs or slides may accompany the essay, but the focus of the essay is on the written work.*

6. *The essay must be handwritten in ink or typed with double spacing and one(1) inch left margin. Illegible essays will be disqualified.*

7. *Fill out an "Identification List" (typed) for each grade group or individual. The "Identification List" should include: teacher's name, grade, school's code number, name and address, phone number and name of the Principal. It should also indicate the total number of entries, the names of the participating students in numerical order and the language in which each entry is written. For a sample of the "Identification List" please refer to the contest brochure. PLEASE PUT THE LEA'S CODE NO. AND THE STUDENT'S NUMBER FROM THE "IDENTIFICATION LIST" IN THE RIGHT UPPER CORNER OF THE CORRESPONDING ENTRY. DO NOT WRITE NAME OR ADDRESS ON ENTRY, OTHERWISE ESSAY WILL BE DISQUALIFIED.*

8. *Entries should be addressed to:*
   EXPLORING CULTURE, REGIONAL WRITING CONTEST
   Central Massachusetts Regional Education Center
   Beaman Street, Route 140, West Boylston, MA 01583

9. *Entry DEADLINE is NOVEMBER 1, 1985.*

10. *Send self-addressed and stamped envelope if you wish entries to be returned. Entries can also be picked up at the Regional Center after the Award's Ceremony and before January 31, 1986.*

I: A panel of judges composed of educators from different regions will determine the awards.

RDS: There will be first, second and third prize, and honorable mentions in each group. Also, Certificates of Participation will be awarded to all contestants.
The awards ceremony will be held at Central Massachusetts Regional Education Center on December 6, 1985.
Winners will be notified through their school principals and teachers.

ORMATION: For more information please call Roser Salavert or Catherine O'Brien at 835-6266

1985 CONTEST SCHOOL AND TEACHER PARTICIPANTS

SCHOOLS PARTICIPATING IN EXPLORING CULTURE

REGIONAL WRITING CONTEST

BOYLSTON
TAHANTO REGIONAL HIGH SCHOOL

BROOKFIELD
BROOKFIELD ELEMENTARY SCHOOL

CLINTON
CLINTON ELEMENTARY SCHOOL
CLINTON HIGH SCHOOL
CLINTON MIDDLE SCHOOL

DOVER
CHICKERING SCHOOL

FRAMINGHAM
BARBIERI SCHOOL
CHARLOTTE A. DUNNING SCHOOL
FRAMINGHAM SOUTH HIGH SCHOOL
HEMENWAY SCHOOL
JUNIPER HILL ELEMENTARY SCHOOL

FITCHBURG
MEMORIAL MIDDLE SCHOOL

GRAFTON
GRAFTON ELEMENTARY SCHOOL

HOLDEN
MOUNTVIEW MIDDLE SCHOOL

HOPEDALE
MEMORIAL SCHOOL

MILLIS
CLYDE F. BROWN SCHOOL

NORTH BROOKFIELD
NORTH BROOKFIELD ELEM. SCHOOL

NORTHBORO
NORTHBORO MIDDLE SCHOOL

ORANGE
DEXTER PARK STREET SCHOOL

RUTLAND
NAQUAG ELEMENTARY SCHOOL

SHIRLEY
LURA A. WHITE SCHOOL

SHREWSBURY
SHREWSBURY MIDDLE SCHOOL

SOUTHBRIDGE
MARY E. WELLS JUNIOR HIGH SCHOOL

SOUTHBORO
WOODWARD SCHOOL

STURBRIDGE
BURGESS ELEMENTARY SCHOOL

SUTTON
SUTTON ELEMENTARY SCHOOL

HUDSON
HUDSON HIGH SCHOOL
J.F. KENNEDY

MARLBORO
MARLBORO MIDDLE SCHOOL

MAYNARD
FOWLER JR. HIGH SCHOOL

MENDON
NIPMUC REGIONAL HIGH SCHOOL

MILFORD
BROOKSIDE ELEMENTARY SCHOOL
MEMORIAL ELEMENTARY SCHOOL
MILFORD HIGH SCHOOL
MILFORD MIDDLE SCHOOL, WEST

WESTBORO
HASTINGS SCHOOL

WEST BOYLSTON
MAJOR EDWARDS ELEMENTARY SCHOOL

WHITINSVILLE
W.E. BALMER SCHOOL

WORCESTER
BURNCOAT MIDDLE SCHOOL
DOHERTY MEMORIAL HIGH SCHOOL
DR. SULLIVAN MIDDLE SCHOOL
ELM PARK COMMUNITY SCHOOL
FOREST GROVE SCHOOL
MIDLAND STREET SCHOOL
OUR LADY OF THE ANGLES SCHOOL
ST. MARY'S ELEMENTARY SCHOOL
THORNDYKE ROAD SCHOOL
WAWECUS ROAD SCHOOL
WEST TATNUCK SCHOOL

EXPLORING CULTURE 1985 WRITING CONTEST
PARTICIPATING TEACHERS

BOYLSTON
- *Tahanto Reg. High School*
  - *Lisa Reinberg*

BROOKFIELD
- *Elementary School*
  - *Aline Marquis*

CLINTON
- *High School*
  - *Mary Colombo*
  - *Mary L. Rogers*
  - *Mary Sawyer*
  - *William Walsh*
  - *Kevin J. Winn*
- *Middle School*
  - *Nancy Erickson*
  - *Karen Kulis*
  - *Anthony Lucci*
  - *Mary Ellen Moore*
  - *Arlene Vattes*

DOVER
- *Chickering School*
  - *Carolyn Chace*

FITCHBURG
- *Memorial Middle School*
  - *Mary J. O'Connor*

FRAMINGHAM
- *Barbieri School*
  - *Judith Friedland*
- *Charlotte Dunning*
  - *Lois Twitchell*
  - *Clara Stapleton*
- *Framingham High School*
  - *Evelyn Aaronson*
- *Hemenway School*
  - *Gloria Turnberg*
- *Juniper Hill School*
  - *Minerva Gonzalez*
  - *Carmen Acevedo*
  - *Rosanne Kates*

GRAFTON
- *Elementary School*
  - *Kathy Itterly*

HOLDEN ORANGE
- *Montview School*
  - *K. Hoyen*

HOPEDALE
- *Memorial School*
  - *Elaine Quinn*

HUDSON
- *Hudson High School*
  - *John Staplefeld*
  - *Margaret Youmatz*
- *J.F. Kennedy School*
  - *George F. Morse*
  - *Mrs. Cabral*

MARLBORO
- *Marboro Middle School*
  - *Cynthia Crowley*
  - *Barbara Ebbrecht*
  - *Maryellen Jacque*
  - *Anne Lytle*
  - *James Rennie*

MAYNARD
- *Fowler Junior High School*
  - *Patricia Coan*
  - *Nancy Justason*
  - *Stella Kazantzas*
  - *Richard Morse*

MENDON
- *Nipmuc Regional High School*
  - *Linda Wilde*

MILFORD
- *Brookside Elementary School*
  - *Julie Manzella*
- *Middle School*
  - *Judith Katz*
- *Milford High School*
  - *C. Manns-Bradley*

MILLIS
- *Clyde F. Brown School*
  - *Susanne Smith*

NORTH BROOKFIELD
- *Elementary School*
  - *Lucia Provo*

NORTHBORO
- *Middle School*
  - *Nadaine Henderson*
  - *Dorothy Perkins*
  - *Mary Tribe*

- *Dexter Elementary School*
  - *Ms. Goulet*

RUTLAND
- *Naquag Elementary School*
  - *Eileen M. Ryan*

SHIRLEY
Lura A. White
Rosemary Hrynieu
SHREWSBURY
Middle School
K. Kaminski
SOUTHBORO
Woodward School
Lea Bianchi
SOUTHBRIDGE
Mary E. Wells Jr. High School
Cynthia Dupuis
STURBRIDGE
Burgess Elementary School
Marica Veshia
SUTTON
Elementary School
Kathleen Romasco
WEST BOYLSTON
Major Edwards School
Mrs. Murphy
WESTBORO
Hastings School
Mrs. Dickenson
Sally Peterson
Mrs. Hatherly
WHITINSVILLE
W.E. Balmer School
Sandy Bowdoein

WORCESTER
Burncoat Junior High School
Agnita Clark
Doherty Memorial High School
Veronica Griffin
Mrs. Joyce
Mrs. Rushton
Forest Grove School
Joseph Capalbo
Harriet Carter
David O'Connor
Thomas O'Neil
St. Mary's Central Cath. H.S.
Frances E. Duke
Patricia Marmen
Sullivan Middle School
Kathleeen Bisson
Thorndyke Road School
Joseph Monfredo
Wawecus Road School
Doris Becker
West Tatnuck School
Angela Manna

1985 CONTEST STUDENT PARTICIPANTS

EXPLORING CULTURE 1985 CONTEST
BOYLSTON PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
TAHANTO REG.H.S.	TOLMAN, JENNIFER	10
TAHANTO REG.H.S.	OLSON, DANIEL	10
TAHANTO REG.H.S.	MURRAY, JAMES	11
TAHANTO REG.H.S.	MARENGO, JAMES	11

EXPLORING CULTURE 1985 CONTEST
BROOKFIELD PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
ELEMENTARY SCH.	ANTHONY AUBIN	5
ELEMENTARY SCH.	CORINNA GRADOWSKI	5
ELEMENTARY SCH.	DANIEL KAY	5
ELEMENTARY SCH.	MATTHEW THURLOW	5
ELEMENTARY SCH.	DAWN TERRIO	5
ELEMENTARY SCH.	BETH RICHARDSON	5
ELEMENTARY SCH.	MELINDA CAREAU	5
ELEMENTARY SCH.	CHAD ST.LAURENT	5
ELEMENTARY SCH.	SCOTT JONES	5
ELEMENTARY SCH.	LAURIE BAKER	5
ELEMENTARY SCH.	RACHEL PROVENCHER	5
ELEMENTARY SCH.	VIVIAN ROBBINS	5
ELEMENTARY SCH.	LAURIE MCDOWELL	5
ELEMENTARY SCH.	JESSICA SENECAL	6
ELEMENTARY SCH.	MATTHEW O'CONNELL	6
ELEMENTARY SCH.	AMY COGGINS	6
ELEMENTARY SCH.	JOEL SISLO	6
ELEMENTARY SCH.	FAYE MARTIN	6
ELEMENTARY SCH.	JUSTEN REED	6
ELEMENTARY SCH.	DAVID MARTELL	6
ELEMENTARY SCH.	JEREMY SUTKA	6
ELEMENTARY SCH.	MICHELLE WILSON	6
ELEMENTARY SCH.	CRISPIN BOOTH	6
ELEMENTARY SCH.	SEAN CHAPIN	6
ELEMENTARY SCH.	TOBEY FAUGNO	6
ELEMENTARY SCH.	JENIFHER FORTIER	6
ELEMENTARY SCH.	FAITH TANSKI	6

EXPLORING CULTURE 1985 CONTEST
CLINTON PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
CLINTON H.SCHOOL	SEAN O'DONNELL	12
CLINTON H.SCHOOL	LISA PETEL	12
CLINTON H.SCHOOL	JOE SAWYER	12
CLINTON H.SCHOOL	RONALD PIERCE	12
CLINTON H.SCHOOL	CINDY BAER	12
CLINTON H.SCHOOL	LORI BAIRD	12
CLINTON H.SCHOOL	BETH HIGH	12
CLINTON H.SCHOOL	KIM MACLEAN	12
CLINTON H.SCHOOL	JULIE MAGOWAN	12
CLINTON H.SCHOOL	SUZANNE MCGRAIL	12
CLINTON H.SCHOOL	ALESHA MONTEIRO	12
CLINTON H.SCHOOL	ELLEN MURPHY	12
CLINTON H.SCHOOL	KHIEM TRAN	12
CLINTON H.SCHOOL	PATRICIA WEEGO	12
CLINTON H.SCHOOL	MICHAEL PIZZA	12
CLINTON H.SCHOOL	STEVE HARWOOD	12
ELEMENTARY SCH.	MARY BETH CONSTANTINO	3
ELEMENTARY SCH.	WILLIAM KERRIGAN	3
ELEMENTARY SCH.	JOSEPH KRAFT	3
ELEMENTARY SCH.	DANA MARINO	3
ELEMENTARY SCH.	NICHOLAS PETO	3
CLINTON M.SCHOOL	JASON BAILEY	4
CLINTON M.SCHOOL	CARLA MAHAN	4
CLINTON M.SCHOOL	ERIN MCGOWAN	4
CLINTON M.SCHOOL	ANGELA HOULE	4
CLINTON M.SCHOOL	PAT TRAN	4
CLINTON M.SCHOOL	PATRICIA BATTISTI	4
CLINTON M.SCHOOL	ALICIA HOAG	4
CLINTON M.SCHOOL	LISA AVILES	4
CLINTON M.SCHOOL	JENNY LUCHT	4
CLINTON M.SCHOOL	MICHAEL TAGG	4
CLINTON M.SCHOOL	JENNIFER MOOAR	4
CLINTON M.SCHOOL	MATTHEW MICHAUD	4
CLINTON M.SCHOOL	KELLY DUFFY	4
CLINTON M.SCHOOL	ALYSON GABRIAU	4
CLINTON M.SCHOOL	JON BOHANNON	4
CLINTON M.SCHOOL	AARON LAVORGNA	4
CLINTON M.SCHOOL	JOSEPH NICOLETTI	4
CLINTON M.SCHOOL	JOSE TORRES	4
CLINTON M.SCHOOL	BRIAN WHIPPLE	4
CLINTON M.SCHOOL	ANGELA CHIARAVOLOTTI	4
CLINTON M.SCHOOL	MATTHEW SUTTON	4
CLINTON M.SCHOOL	ERIC SARRACINO	4
CLINTON M.SCHOOL	JASON HOULE	4
CLINTON M.SCHOOL	ALBERT MERCADO	4
CLINTON M.SCHOOL	DENISE PRINOS	4
CLINTON M.SCHOOL	MEGAN GRADY	4
CLINTON M.SCHOOL	JASON PHILBROOK	4
CLINTON M.SCHOOL	DINO ARVANITAKIS	4
CLINTON M.SCHOOL	MEREDITH NILSSON	4
CLINTON M.SCHOOL	CORY MITCHELL	4

SCHOOL	STUDENT NAME	GRADE
CLINTON M. SCHOOL	BRIAN DICKHAUT	4
CLINTON M. SCHOOL	STACY MORALES	4
CLINTON M. SCHOOL	STEVEN DIMECO	4
CLINTON M. SCHOOL	ERIN WINN	4
CLINTON M. SCHOOL	CASEY SCHIED	4
CLINTON M. SCHOOL	ANN GUSTAFSON	4
CLINTON M. SCHOOL	JAIME MERCHANT	4
CLINTON M. SCHOOL	JESSE THOMPSON	4
CLINTON M. SCHOOL	JENNIFER GAUGHAN	4
CLINTON M. SCHOOL	RHONDA CADIEUX	4
CLINTON M. SCHOOL	WILLIAM SALTER	4
CLINTON M. SCHOOL	JEFFREY BURGWINKLE	4
CLINTON M. SCHOOL	DAVID CITRO	4
CLINTON M. SCHOOL	MARY SCHWAB	4
CLINTON M. SCHOOL	KIM DZIOKONSKI	4
CLINTON M. SCHOOL	DANNY ALLEN	4
CLINTON M. SCHOOL	JEREMY TAYLOR	4
CLINTON M. SCHOOL	MICKEY LEMERE	4
CLINTON M. SCHOOL	JASON COLON	4
CLINTON M. SCHOOL	ERIN CONROY	4
CLINTON M. SCHOOL	GREGORY PISCIA	4
CLINTON M. SCHOOL	JASON POUDRIER	4
CLINTON M. SCHOOL	MELINDA MORALES	4
CLINTON M. SCHOOL	MICHAEL TURINI	4
CLINTON M. SCHOOL	PATRICK O'MALLEY	4
CLINTON M. SCHOOL	CARSON JOE MITCHELL	4
CLINTON M. SCHOOL	HUAN LE	4
MIDDLE SCHOOL	JODI BUOTE	5
MIDDLE SCHOOL	FRANCIS CHRISTIE	5
MIDDLE SCHOOL	DARBY CLARK	5
MIDDLE SCHOOL	KELLY DAVIDSON	5
MIDDLE SCHOOL	JILL DERRY	5
MIDDLE SCHOOL	ROBERT DESIATA	5
MIDDLE SCHOOL	SCOTT FOREST	5
MIDDLE SCHOOL	LAURA FORHAN	5
MIDDLE SCHOOL	MEGAN GARRITY	5
MIDDLE SCHOOL	KATHERINE HAUVER	5
MIDDLE SCHOOL	COURTNEY HUGHES	5
MIDDLE SCHOOL	KWANG KIM	5
MIDDLE SCHOOL	VERN LABRAKE	5
MIDDLE SCHOOL	BRIAN LEARNED	5
MIDDLE SCHOOL	JAMES LEARNED	5
MIDDLE SCHOOL	JONATHAN LENT	5
MIDDLE SCHOOL	ELLEN MCDONALD	5
MIDDLE SCHOOL	BRIAN MCINTYRE	5
MIDDLE SCHOOL	PAUL MERCIER	5
MIDDLE SCHOOL	ROY MITCHELL	5
MIDDLE SCHOOL	TIMOTHY NOTARO	5
MIDDLE SCHOOL	SAWYER JOHNNA	5
MIDDLE SCHOOL	JOHNNA SAWYER	5
MIDDLE SCHOOL	SARAH WILSON	5

SCHOOL	STUDENT NAME	GRADE
MIDDLE SCHOOL	DANIEL WINN	5
MIDDLE SCHOOL	ERIN BAILEY	5
MIDDLE SCHOOL	DAVID CITRO	5
MIDDLE SCHOOL	CLIFF COBB	5
MIDDLE SCHOOL	HEATHER COLLETON	5
MIDDLE SCHOOL	SHAWN FIELDS	5
MIDDLE SCHOOL	GREG FLANAGAN	5
MIDDLE SCHOOL	ERIN GANNON	5
MIDDLE SCHOOL	CHRISTIAN HANCOCK	5
MIDDLE SCHOOL	GREGG HENEBRY	5
MIDDLE SCHOOL	PAUL JOHNSON	5
MIDDLE SCHOOL	DANIEL KILCOYNE	5
MIDDLE SCHOOL	DAWN MAMMONE	5
MIDDLE SCHOOL	KATHRYN MCINTYRE	5
MIDDLE SCHOOL	PATRICK MCNALLY	5
MIDDLE SCHOOL	KRISTA MISKINIS	5
MIDDLE SCHOOL	MATTHEW MOLLICA	5
MIDDLE SCHOOL	JUAN POMALES	5
MIDDLE SCHOOL	NICOLE PRINOS	5
MIDDLE SCHOOL	BRENDON SHEEHAN	5
MIDDLE SCHOOL	JOATHAN SMITH	5
MIDDLE SCHOOL	KENNETH TENCATI	5
MIDDLE SCHOOL	MATTHEW WETHERALL	5
MIDDLE SCHOOL	MARK WHITNEY	5
MIDDLE SCHOOL	CARL BALL	5
MIDDLE SCHOOL	RANDY BASHAW	5
MIDDLE SCHOOL	CRYSTAL BENOIT	5
MIDDLE SCHOOL	BRIAN BONIN	5
MIDDLE SCHOOL	BRANDY BOIVIN	5
MIDDLE SCHOOL	MURIEL BROCKLEMAN	5
MIDDLE SCHOOL	PATRICK BRODERICK	5
MIDDLE SCHOOL	ROXANNE CASASANTO	5
MIDDLE SCHOOL	KEVIN COLEMAN	5
MIDDLE SCHOOL	AMY DOBECK	5
MIDDLE SCHOOL	KIM GINAS	5
MIDDLE SCHOOL	DANEEN SOUSA	5
MIDDLE SCHOOL	LISA HALEY	5
MIDDLE SCHOOL	MATTHEW HIGH	5
MIDDLE SCHOOL	KRISTIN KELLY	5
MIDDLE SCHOOL	MARK LAMARCA	5
MIDDLE SCHOOL	MAURA MCLAUGHLIN	5
MIDDLE SCHOOL	MEGAN MCNAMARA	5
MIDDLE SCHOOL	TONYA MCNAMARA	5
MIDDLE SCHOOL	MATTHEW MORABITO	5
MIDDLE SCHOOL	CHRISTIAN MORANO	5
MIDDLE SCHOOL	ANTHONY NOTARO	5
MIDDLE SCHOOL	JONATHAN PUPECKI	5
MIDDLE SCHOOL	CHRISTOPHER SOLDI	5
MIDDLE SCHOOL	ANDREA THOMPSON	5
MIDDLE SCHOOL	JOB TURINI	5
MIDDLE SCHOOL	CHRISTOPHER VATTES	5

SCHOOL	STUDENT NAME	GRADE
MIDDLE SCHOOL	MATTHEW WEST	5
CLINTON H.SCHOOL	CHRISTOPHER CIOFFI	6
CLINTON H.SCHOOL	DAVID DITULLIA	6
CLINTON H.SCHOOL	MICHAEL DESIATA	6
CLINTON H.SCHOOL	ANN FLANAGAN	6
CLINTON H.SCHOOL	CARNEY FLAHERTY	6
CLINTON H.SCHOOL	SEAN GAVIN	6
CLINTON H.SCHOOL	CHRISTA HESSE	6
CLINTON H.SCHOOL	PATRICK KERRIGAN	6
CLINTON H.SCHOOL	KERRY KILCOYNE	6
CLINTON H.SCHOOL	ANDREW LENT	6
CLINTON H.SCHOOL	APRIL MCNALLY	6
CLINTON H.SCHOOL	ERIN MCNALLY	6
CLINTON H.SCHOOL	HUGO MADEIROS	6
CLINTON H.SCHOOL	ANGEL NAVADO	6
CLINTON H.SCHOOL	THOMAS NELSON	6
CLINTON H.SCHOOL	BRIAN O'TOOLE	6
CLINTON H.SCHOOL	EDWARD PISCIA	6
CLINTON H.SCHOOL	PHILIP ROSS	6
CLINTON H.SCHOOL	MARIA RUTKOWSKI	6
CLINTON H.SCHOOL	KARYN RYMSZA	6
CLINTON H.SCHOOL	MICHAEL SUTTON	6
CLINTON H.SCHOOL	JOHN WETHERALL	6
CLINTON H.SCHOOL	MARY YOUNG	6
CLINTON H.SCHOOL	SEAN MORINI	6
MIDDLE SCHOOL	JESSICA MARBLE	6
MIDDLE SCHOOL	JENNIFER O'MALLEY	6
MIDDLE SCHOOL	KRISTEN MCAULIFFE	6
CLINTON MIDDLE	THOMAS BURTON	7
CLINTON MIDDLE	STEPANIE BOTKO	7
CLINTON MIDDLE	ANNE DESPOTOPULOS	7
CLINTON MIDDLE	TODD DOWNES	7
CLINTON MIDDLE	JOANNE DUGGAN	7
CLINTON MIDDLE	THOMAS FRIEDRICH	7
CLINTON MIDDLE	JAMES GUADAGNOLI	7
CLINTON MIDDLE	AIMEE HOULE	7
CLINTON MIDDLE	RICHARD JEFFERS	7
CLINTON MIDDLE	KENDRA JOHNSON	7
CLINTON MIDDLE	TODD KENNEDY	7
CLINTON MIDDLE	KRISTINA LAAKSONEN	7
CLINTON MIDDLE	CAROLE LES	7
CLINTON MIDDLE	TODD LINDBERG	7
CLINTON MIDDLE	GERALD MICHAUD	7
CLINTON MIDDLE	KAREN MUELLER	7
CLINTON MIDDLE	BRYAN O'MALLEY	7
CLINTON MIDDLE	JEANNE O'TOOLE	7
CLINTON MIDDLE	KEITH PUPECKI	7
CLINTON MIDDLE	LENORA ROBINSON	7
CLINTON MIDDLE	SETH SALWA	7

SCHOOL	STUDENT NAME	GRADE
CLINTON MIDDLE	ELIZABETH BELK	7
CLINTON MIDDLE	ANDREA GINAS	7
CLINTON MIDDLE	KERRIE GORDON	7
CLINTON MIDDLE	BARBARA JO GUINN	7
CLINTON MIDDLE	JASON HANCOCK	7
CLINTON MIDDLE	LORI HARDY	7
CLINTON MIDDLE	JOHN FLANAGAN	7
CLINTON MIDDLE	SHERRIE ARMSTRONG	7
CLINTON MIDDLE	BRIAN HOULE	7
CLINTON MIDDLE	AMY LOMBARD	7
CLINTON MIDDLE	BILLIE JO GADWAY	7
CLINTON MIDDLE	KARA TURINI	7
CLINTON MIDDLE	MEAGAN MILEWSKI	7
CLINTON MIDDLE	KRISTIN JANDA	7
CLINTON MIDDLE	JESSICA O'MALLEY	7
CLINTON MIDDLE	JASON TAYLOR	7
CLINTON MIDDLE	REBECCA LAVEDURE	7
CLINTON MIDDLE	AMY WETHERALL	7
MIDDLE SCHOOL	SONYA ADAMUSKA	7
MIDDLE SCHOOL	KEITH DZIOKONSKI	7
MIDDLE SCHOOL	LORETTA LOPEZ	7
MIDDLE SCHOOL	JENNIFER CANNON	7
MIDDLE SCHOOL	TAMMY CASSELMAN	7
MIDDLE SCHOOL	ANN MARIE CHIARAVALLOTI	7
MIDDLE SCHOOL	STACEY CISLAK	7
MIDDLE SCHOOL	KELLY DAVIS	7
MIDDLE SCHOOL	STACEY DESPOTOPULOS	7
MIDDLE SCHOOL	LYNN DZIOKONSKI	7
MIDDLE SCHOOL	LEE GAZOURIAN	7
MIDDLE SCHOOL	KIMBERLY GEBHARDT	7
MIDDLE SCHOOL	JENNIFER GRADY	7
MIDDLE SCHOOL	PAUL JOYCE	7
MIDDLE SCHOOL	MELISSA KOBUS	7
MIDDLE SCHOOL	CHRISTOPHER MARBLE	7
MIDDLE SCHOOL	CHRISTY MCGOWN	7
MIDDLE SCHOOL	CINDY MCLAUGHLIN	7
MIDDLE SCHOOL	CHAD TAYLOR	7
MIDDLE SCHOOL	JEFFREY WEST	7
MIDDLE SCHOOL	MELLISA BABOSH	7
MIDDLE SCHOOL	REBEKAH BELK	7
MIDDLE SCHOOL	STACEY CORLISS	7
MIDDLE SCHOOL	EILEEN COWLES	7
MIDDLE SCHOOL	AMY CUCCHI	7
MIDDLE SCHOOL	LISA FADGEN	7
MIDDLE SCHOOL	MICHAEL LAMARCA	7
MIDDLE SCHOOL	JULIE LOMBARD	7
MIDDLE SCHOOL	WENDY MCNALLY	7
MIDDLE SCHOOL	NIKKI MOOAR	7
MIDDLE SCHOOL	KELLY MOORE	7

MIDDLE SCHOOL	KELLY PARKER	7
MIDDLE SCHOOL	KATHLEEN PULTORAK	7
MIDDLE SCHOOL	TAMMY SMITH	7
MIDDLE SCHOOL	LISA SNOW	7
MIDDLE SCHOOL	JEANNA VEACH	7
CLINTON H.SCHOOL	LAURA CONWAY	7
CLINTON H.SCHOOL	RICHARD GILCREST	7
CLINTON H.SCHOOL	SEAN MCGRAIL	7
CLINTON H.SCHOOL	CHRISTOPHER PARKER	7
CLINTON H.SCHOOL	JENNIFER RICHARDS	7
CLINTON H.SCHOOL	MELANIE AYERS	8
CLINTON H.SCHOOL	JUSTIN BURGWINKLE	8
CLINTON H.SCHOOL	JOHN COWLES	8
CLINTON H.SCHOOL	WENDY DOMKOWSKI	8
CLINTON H.SCHOOL	KATHLEEN FLAHERTY	8
CLINTON H.SCHOOL	JENNIFER GENELLI	8
CLINTON H.SCHOOL	DAVID GOTTHARDT	8
CLINTON H.SCHOOL	SEAN HAUVER	8
CLINTON H.SCHOOL	MATTHEW JANDA	8
CLINTON H.SCHOOL	JENNIFER JOYCE	8
CLINTON H.SCHOOL	THOMAS LENT	8
CLINTON H.SCHOOL	KAREN LUCHT	8
CLINTON H.SCHOOL	LORETTA MARIONI	8
CLINTON H.SCHOOL	LORI O'CONNELL	8
CLINTON H.SCHOOL	NICOLE O'CONNELL	8
CLINTON H.SCHOOL	PATRICK O'DONNELL	8
CLINTON H.SCHOOL	JENNIFER O'LOUGHLIN	8
CLINTON H.SCHOOL	KRISTEN PRYOR	8
CLINTON H.SCHOOL	GREGG PUPECKI	8
CLINTON H.SCHOOL	RANDY SANGINARIO	8
CLINTON H.SCHOOL	MATTHEW SAWYER	8
CLINTON H.SCHOOL	DONALD SMITH	8
CLINTON H.SCHOOL	PAUL VITONE	8

EXPLORING CULTURE 1985 CONTEST
DOVER PUBLIC SCHOOLS

SCHOOL	STUDENT NAME
CHICKERING SCH.	CAROLINE CONWAY
CHICKERING SCH.	JEFFREY KIM
CHICKERING SCH.	CORY WALDINGER
CHICKERING SCH.	KATHERINE SPALDING

FITCHBURG PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
MEM. MIDDLE SCH	MAY TER YANG	7
JUNIPER HILL SCH	LUCIA MIRON	3
BARBIERI SCHOOL	DANIEL TELLES	3
BARBIERI SCHOOL	INEABELLE DOMINGUEZ	3
BARBIERI SCHOOL	LUIS SOTO	3
BARBIERI SCHOOL	ROBERTO VIEJO	3
BARBIERI SCHOOL	MARITZA NIEVES	3
BARBIERI SCHOOL	MARILYN CARRASQUILLO	3
BARBIERI SCHOOL	PEDRO GONZALEZ	3
BARBIERI SCHOOL	JOSELYNNE DOMINGUEZ	3
BARBIERI SCHOOL	ELIUD NIEVES	3
BARBIERI SCHOOL	ELIUD NIEVES	3
BARBIERI SCHOOL	PEDRO LUNA	3
BARBIERI SCHOOL	OMAYRA DELVALLE	3
BARBIERI SCHOOL	JUDITH GONZALEZ	3
BARBIERI SCHOOL	MARIA RAMOS	3
BARBIERI SCHOOL	MARIA RAMOS	3
BARBIERI SCHOOL	LUIS LUI	3
JUNIPER HILL SCH	INGRID CASTILLO	4
JUNIPER HILL SCH	PAULA PEREA	4
JUNIPER HILL SCH	CARLOS CASTILLO	4
JUNIPER HILL SCH	CAROLINA MIRON	4
JUNIPER HILL SCH	DENISSE ORTIZ	4
JUNIPER HILL SCH	SARAI ORTIZ	5
CHARLOTTE DUNNIN	STEPHEN KAO	5
JUNIPER HILL SCH	LESLEY CHAMBERS	6
JUNIPER HILL SCH	SANDRA PABON	6
HEMENWAY SCHOOL	SONAL BHATT	6
HEMENWAY SCHOOL	IWONA GOLACH	6
HEMENWAY SCHOOL	INGA KUCHARSKA	6
CHARLOTTE DUNNIN	LONNIE BARRENBERG	6
CHARLOTTE DUNNIN	MICHAEL BETANCOURT	6
CHARLOTTE DUNNIN	GLENN BLACKMAN	6
CHARLOTTE DUNNIN	LAURA DALTON	6
CHARLOTTE DUNNIN	LISA FOHLIN	6
CHARLOTTE DUNNIN	SARA HUTCHINS	6
CHARLOTTE DUNNIN	JOSEPH IARICCI	6
CHARLOTTE DUNNIN	CAROL MORSE	6
CHARLOTTE DUNNIN	MICHELLE ROBACK	6
FRAM. HIGH SCH.	CHEN SHE-CHUN	9
FRAM. HIGH SCH.	JUAN GONZALEZ	9
FRAM. HIGH SCH.	RAANA KHAVANDGAR	9
FRAM. HIGH SCH.	KUENTO HUI	9
FRAM. HIGH SCH.	NUMDAR BAHRI	9
FRAM. HIGH SCH.	KAREN VUNG	9
FRAM. HIGH SCH.	D. YOUNG	9
FRAM. HIGH SCH.	DEBBIE CHAN	9
FRAM. HIGH SCH.	JUAN CORREA	9
FRAM. HIGH SCH.	ROSITA CORREA	9
FRAM. HIGH SCH.	MARIA VAZQUEZ	9
FRAM. HIGH SCH.	NELSON FRANGUIZ	9
FRAM. HIGH SCH.	EFFIE IOANNIDIS	9

EXPLORING CULTURE 1985 CONTEST
FRAMINGHAM PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
FRAM. HIGH SCH.	SEANG THO	9
FRAM. HIGH SCH.	SANG THO	9
FRAM. HIGH SCH.	MORENA MURGA	9
FRAM. HIGH SCH.	SARA QUIJADA	9
FRAM. HIGH SCH.	MAYANK PATEL	9
FRAM. HIGH SCH.	ANH PHAN	9
FRAM. HIGH SCH.	JANZ LEE	9
FRAM. HIGH SCH.	EDMOND LEE	9
FRAM. HIGH SCH.	VANNARITH NGUON	9

EXPLORING CULTURE 1985 CONTEST
GRAFTON PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
ELEMENTARY SCH.	MATTHEW ASHLEY	5
ELEMENTARY SCH.	TAMMY BANFILL	5
ELEMENTARY SCH.	KELLIE BURNS	5
ELEMENTARY SCH.	BECKY DOWD	5
ELEMENTARY SCH.	DANIELLE DUMAS	5
ELEMENTARY SCH.	JULIA GAGNE	5
ELEMENTARY SCH.	SCOTT GODBOUT	5
ELEMENTARY SCH.	LINDA HARRINGTON	5
ELEMENTARY SCH.	NEIL JORDAN	5
ELEMENTARY SCH.	TONY KONISKY	5
ELEMENTARY SCH.	MARC LACATELL	5
ELEMENTARY SCH.	MIKE NOVIA	5
ELEMENTARY SCH.	JAMIE-LYN ORASY	5
ELEMENTARY SCH.	BRYAN O'ROURKE	5
ELEMENTARY SCH.	ERIKA SIMPSON	5
ELEMENTARY SCH.	JANE SMITH	5
ELEMENTARY SCH.	JENNIFER VINCENT	5
ELEMENTARY SCH.	KEVIN WOJTASZEK	5

HOPEDALE PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
MEMORIAL SCHOOL	PATRICK CARLEY	6
MEMORIAL SCHOOL	TIMOTHY MOORADIAN	6
MEMORIAL SCHOOL	BENJAMIN PAGNINI	6
MEMORIAL SCHOOL	LARRY DENNY	6
MEMORIAL SCHOOL	PETER DRUGAN	6
MEMORIAL SCHOOL	JOSHUA PIMENTEL	6
MEMORIAL SCHOOL	DANIEL ANTONELLIS	6
MEMORIAL SCHOOL	MICHAEL GIRARD	6
MEMORIAL SCHOOL	JOEL WARREN	6
MEMORIAL SCHOOL	SCOTT WADE	6
MEMORIAL SCHOOL	MICHAEL MATONDI	6
MEMORIAL SCHOOL	KRISTA PETERS	6
MEMORIAL SCHOOL	TODD HIXON	6

EXPLORING CULTURE 1985 CONTEST
HOLDEN PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
MOUNTVIEW SCHOOL	KAREN BAGDASARIAN	7
MOUNTVIEW SCHOOL	MELISSA BENJAMIN	7
MOUNTVIEW SCHOOL	MICHAEL BROWN	7
MOUNTVIEW SCHOOL	JULIE HANSEN	7
MOUNTVIEW SCHOOL	ARZINDA JALIL	7
MOUNTVIEW SCHOOL	JOHN KERATSIS	7
MOUNTVIEW SCHOOL	LORI MILLER	7
MOUNTVIEW SCHOOL	ROSEMARY O'CONNELL	7
MOUNTVIEW SCHOOL	KIM RAYLA	7
MOUNTVIEW SCHOOL	CHELSEA THOMPSON	7
MOUNTVIEW SCHOOL	JUSTIN ZIEGLER	7

SCHOOL	STUDENT NAME	GRADE
J.F. KENNEDY	ANDRADE, ANTONIO	7
J.F. KENNEDY	BRYAN, ANDREW	7
J.F. KENNEDY	BURKE, MELISSA	7
J.F. KENNEDY	BIGGS, JESSICA	7
J.F. KENNEDY	CARVALHO, JAMES	7
J.F. KENNEDY	CORREA, KERRI	7
J.F. KENNEDY	DAIGNAULT, ANDRE	7
J.F. KENNEDY	DAVIS, TIM	7
J.F. KENNEDY	FAHEY, DANIEL	7
J.F. KENNEDY	GIROUARD, HEIDIE	7
J.F. KENNEDY	GRAHAM, JASON	7
J.F. KENNEDY	MANZO, PATRICK	7
J.F. KENNEDY	MARRACHINHO, SANDRA	7
J.F. KENNEDY	PATEL, MONICA	7
J.F. KENNEDY	PROCENCHEA, DANIEL	7
J.F. KENNEDY	SORIANO, RICHARD	7
J.F. KENNEDY	SOUSA, PAUL	7
J.F. KENNEDY	STACEY, KENNETH	7
J.F. KENNEDY	WALSH, KELLY	7
J.F. KENNEDY	WISURI, JASON	7
J.F. KENNEDY	ZOMPEHI, JOHN	7
J.F. KENNEDY	SWEET, CARRIE	7
J.F. KENNEDY	BIANCI, JOE	7
J.F. KENNEDY	BOUSQUET, JAMIE	7
J.F. KENNEDY	CAMPBELL, RAE	7
J.F. KENNEDY	CHARTRAND, TRACY	7
J.F. KENNEDY	DESILVA, CASSIA	7
J.F. KENNEDY	EDRAL, JODI-ANN	7
J.F. KENNEDY	GLANT, KARL	7
J.F. KENNEDY	HOFFER, JESSICA	7
J.F. KENNEDY	HOLMES, JAMIE	7
J.F. KENNEDY	KENNEY, DOROTHY	7
J.F. KENNEDY	KING, ERICA	7
J.F. KENNEDY	MANNING, KEVIN	7
J.F. KENNEDY	MCPARTLAN, JAMIE	7
J.F. KENNEDY	MCNIEL, LAURA	7
J.F. KENNEDY	MONTIERO, ELIZABETH	7
J.F. KENNEDY	MORSE, CHUCK	7
J.F. KENNEDY	PAYNE, JAMYLL	7
J.F. KENNEDY	REGO, LIDIA	7
J.F. KENNEDY	RUSSO, JOHN	7
J.F. KENNEDY	SEDAN, DAN	7
J.F. KENNEDY	SMITH, SCOTT	7
J.F. KENNEDY	SMITH, JASON	7
J.F. KENNEDY	HOGAN, CHRIS	7
J.F. KENNEDY	FIGUERIO, PAULO	7
J.F. KENNEDY	CHAVES, HELIA	7
J.F. KENNEDY SCH	EMILIA COSTA	8
J.F. KENNEDY SCH	ADALIA REGO	8
J.F. KENNEDY SCH	CHANG HER	8
HUDSON HIGH SCH	MARIA F. CHAVES	9
HUDSON HIGH SCH	GILDA LEANDRES	9
HUDSON HIGH SCH	ANA LEANDRES	9
HUDSON HIGH SCH	ALBERTO HOMEN	9
HUDSON HIGH SCH	INES CABRAL	9
HUDSON HIGH SCH	NUBELIA CHAVES	9
HUDSON HIGH SCH	ADELAIDE FREITAS	9
HUDSON HIGH SCH	ANTONIO RODRIGUES	9
HUDSON HIGH SCH	GUALDINO SOUSA	9
HUDSON HIGH SCH	ALBERTO HOMEN	9
HUDSON HIGH SCH	JER FANG	9
HUDSON HIGH SCH	YASMINA MONTES	9
HUDSON HIGH SCH	MARIA F. CHAVES	9
HUDSON HIGH SCH	INEZ CABRAL	9
HUDSON HIGH SCH	SUZAN BAKHTIARI	9

MARLBORO PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GR
MIDDLE SCHOOL	JUDY SYLVIA	7
MIDDLE SCHOOL	JOHN MARTEL	7
MIDDLE SCHOOL	SHISHER GUNDAVARAN	7
MIDDLE SCHOOL	PATRICK DIGNON	7
MIDDLE SCHOOL	STEVEN RAYBOULD	7
MIDDLE SCHOOL	JUSTIN MARGADONNA	7
MIDDLE SCHOOL	BECKY GREENWOOD	7
MIDDLE SCHOOL	KELLY DIMBAT	7
MIDDLE SCHOOL	MICHELLE SLAVIN	7
MIDDLE SCHOOL	KIM RICHARD	7
MIDDLE SCHOOL	MARYANN COLOMEY	7
MIDDLE SCHOOL	BILLY JENKINS	7
MIDDLE SCHOOL	SASHA LERNER	7
MIDDLE SCHOOL	PAM MOULTON	7
MIDDLE SCHOOL	ROBBIE DEW	7
MIDDLE SCHOOL	LISA BERARDINELLI	7
MIDDLE SCHOOL	KIRSTEN MAIER	7
MIDDLE SCHOOL	ROBBIE BOULD	7
MIDDLE SCHOOL	DAVID MCGUIRE	7
MIDDLE SCHOOL	STEVEN GIOMBETTI	7
MIDDLE SCHOOL	CHRISTY CAPPELLO	7
MIDDLE SCHOOL	JESSICA BENSON	7
MIDDLE SCHOOL	DANA COLECCHI	7
MIDDLE SCHOOL	SUSAN O'NEAL	7
MIDDLE SCHOOL	RENE RICE	7
MIDDLE SCHOOL	DAWN COULTER	7
MIDDLE SCHOOL	JOHN PUCIELLO	7
MIDDLE SCHOOL	TONY QUINONES	7
MIDDLE SCHOOL	ED PETERSON	7
MIDDLE SCHOOL	MICHAEL PALMGREN	7
MIDDLE SCHOOL	TODD SANTOS	7
MIDDLE SCHOOL	DAVID BEAUDET	7
MIDDLE SCHOOL	TAMI COUTU	7
MIDDLE SCHOOL	JODY NELSON	7

SCHOOL	STUDENT NAME	GRADE
MIDDLE SCHOOL	LAURA ST. PIERRE	7
MIDDLE SCHOOL	JOANNA BILANCIERI	7
MIDDLE SCHOOL	KRISTEN HOPKINS	7
MIDDLE SCHOOL	JOHN MCENANEY	7
MIDDLE SCHOOL	JEFF SHEA	7
MIDDLE SCHOOL	MELISSA JACKSON	7
MIDDLE SCHOOL	AIMEE PAUL	7
MIDDLE SCHOOL	IAN STACY	7
MIDDLE SCHOOL	GENESSA DUNBAR	7
MIDDLE SCHOOL	KRISTINA REITZ	7
MIDDLE SCHOOL	LYNDA WOLYNSKI	7
MIDDLE SCHOOL	CHRISTOPHER MAHONEY	7
MIDDLE SCHOOL	DANIELLE GAUCHER	7
MIDDLE SCHOOL	LAURA GELINA	7
MIDDLE SCHOOL	ERIN DOBSON	7
MIDDLE SCHOOL	MARY TRODELLA	7
MIDDLE SCHOOL	JASON LYONS	7
MIDDLE SCHOOL	DIANNE WELDON	7
MIDDLE SCHOOL	RITA LYNNE TERRY	7
MIDDLE SCHOOL	DANIELLE GILLIATT	7
MIDDLE SCHOOL	TANYA ALEXANDER	7
MIDDLE SCHOOL	JENNIFER MONA	7
MIDDLE SCHOOL	LEONARD BEYERSDORFER	7
MIDDLE SCHOOL	MELANIE SKULLEY	7
MIDDLE SCHOOL	SHANNON PIKE	7
MIDDLE SCHOOL	ANN TOOHEY	7
MIDDLE SCHOOL	LINDA FENSTERMACHER	7
MIDDLE SCHOOL	CHRISTINE VALERIO	7
MIDDLE SCHOOL	MARC WYDOM	7
MIDDLE SCHOOL	SCOTT BRYAN	7
MIDDLE SCHOOL	DEBORAH DOMINGS	7
MIDDLE SCHOOL	LYNNE FURLONG	7
MIDDLE SCHOOL	BRIAN HEALEY	7
MIDDLE SCHOOL	TODD DONAHUE	7
MIDDLE SCHOOL	ANDREA COLAIANNI	7
MIDDLE SCHOOL	MELISSA SHOOP	7
MIDDLE SCHOOL	BRIAN MURPHY	7
MIDDLE SCHOOL	MICHAEL MILLER	7
MIDDLE SCHOOL	MICHELE SHEAR	8
MIDDLE SCHOOL	JENNIFER NORTON	8
MIDDLE SCHOOL	DANIEL MCDONOUGH	8
MIDDLE SCHOOL	TIM LELAND	7
MIDDLE SCHOOL	ERIC SHARON	7
MIDDLE SCHOOL	BRIAN TOLAN	7
MIDDLE SCHOOL	STEVEN BOUFFARD	7
MIDDLE SCHOOL	JASON BENWAY	7
MIDDLE SCHOOL	JENNIFER GIOMBETTI	7
MIDDLE SCHOOL	LISA SANTIAGO	7
MIDDLE SCHOOL	JON SEYMOUR	7
MIDDLE SCHOOL	DORAN WENTZELL	7
MIDDLE SCHOOL	KATRINA STRASSEL	7

SCHOOL	STUDENT NAME	GRADE
MARLBORO MIDDLE	LELAND, TIM	7
MARLBORO MIDDLE	SHARON, ERIC	7
MARLBORO MIDDLE	TOLAN, BRYAN	7
MARLBORO MIDDLE	BOUFFARD, STEVEN	7
MARLBORO MIDDLE	BENWAY, JASON	7
MARLBORO MIDDLE	GIOMBETTI, JENNIFER	7
MARLBORO MIDDLE	SANTIAGO, LISA	7
MARLBORO MIDDLE	SEYMOUR, JOHN	7
MARLBORO MIDDLE	WENTZELL, DORAN	7
MARLBORO MIDDLE	STRASSEL, KATRINA	7
MARLBORO MIDDLE	SYLVIA, JUDY	7
MARLBORO MIDDLE	MARTEL, JOHN	7
MARLBORO MIDDLE	GUNDAVARAN, SHISHER	7
MARLBORO MIDDLE	DIGNON, PATRICK	7
MARLBORO MIDDLE	RAYBOULD, STEVEN	7
MARLBORO MIDDLE	MARGADONNA, JUSTIN	7
MARLBORO MIDDLE	GREENWOOD, BECKY	7
MARLBORO MIDDLE	DIMBAT, KELLY	7
MARLBORO MIDDLE	SLAVIN, MICHELLE	7
MARLBORO MIDDLE	RICHARD, KIM	7
MARLBORO MIDDLE	COLOMEY, MARYANN	7
MARLBORO MIDDLE	JENKINS, BILLY	7
MARLBORO MIDDLE	LERNER, SASHA	7
MARLBORO MIDDLE	MOULTON, PAM	7
MARLBORO MIDDLE	DEW, ROBBIE	7
MARLBORO MIDDLE	BERARDINELLI, LISA	7
MARLBORO MIDDLE	MAIER, KRISTEN	7
MARLBORO MIDDLE	BOULD, ROBBIE	7
MARLBORO MIDDLE	MCGUIRE, DAVID	7
MARLBORO MIDDLE	GIOMBETTI, STEVEN	7
MARLBORO MIDDLE	CAPELLO, CHRISTY	7
MARLBORO MIDDLE	BENSON, JESSICA	7
MARLBORO MIDDLE	COLECCHI, DANA	7
MARLBORO MIDDLE	O'NEAL, SUSAN	7
MARLBORO MIDDLE	RICE, RENE	7
MARLBORO MIDDLE	COULTER, DAWN	7
MARLBORO MIDDLE	PUCIELLO, JOHN	7
MARLBORO MIDDLE	QUINONES, TONY	7
MARLBORO MIDDLE	PETERSON, ED	7
MARLBORO MIDDLE	PALMGREN, MICHAEL	7
MARLBORO MIDDLE	SANTOS, TODD	7
MARLBORO MIDDLE	BEAUDET, DAVID	7
MARLBORO MIDDLE	COUTU, TAMI	7
MARLBORO MIDDLE	NELSON, JODY-	7
MIDDLE SCHOOL	NELSON ALVES	7
MIDDLE SCHOOL	SIDNEY BLANK	7
MIDDLE SCHOOL	TARA BOURGEOIS	7
MIDDLE SCHOOL	REBECCA CONNOLLY	7
MIDDLE SCHOOL	CARL DRAGSTEDT	7
MIDDLE SCHOOL	JULIE DZIEKAN	7
MIDDLE SCHOOL	SARA FARRAGHER	7

SCHOOL	STUDENT NAME	GRADE
FOWLER JR HIGH	SARAH BRITT	6
FOWLER JR HIGH	ELIZABETH MARZILLI	6
FOWLER JR HIGH	CLEMENT WAGNER	6
FOWLER JR HIGH	JENNIFER LUCAS	6
FOWLER JR HIGH	MELISSA ATWOOD	6
FOWLER JR HIGH	KATE MULROONEY	6
FOWLER JR HIGH	REBECCA FERRIS	6
FOWLER JR HIGH	DAN KALAFATAS	6
FOWLER JR HIGH	PAUL MARIA	6
FOWLER JR HIGH	PAM DIMACK	6
FOWLER JR HIGH	NAEL ZOHNI	6
FOWLER JR HIGH	SHERI SLUYSKI	6
FOWLER JR HIGH	MELISSA HOLMES	6
FOWLER JR HIGH	RICHARD AUKSTIKALNIS	6
FOWLER JR HIGH	ALEX FRAZIER	6
FOWLER JR HIGH	MICHAEL MARTELL	6
FOWLER JR HIGH	BRANDON PLACE	6
FOWLER JR HIGH	JEFF LEBLANC	6
FOWLER JR HIGH	THERESA MEISTER	6
FOWLER JR HIGH	STACY TERI	6
FOWLER JR HIGH	JAMES NEVILLS	6
FOWLER JR HIGH	TRACI MERRIAM	6
FOWLER JR HIGH	JOSHUA JENKINS	6
FOWLER JR HIGH	CLAUDIA MORALES	6
FOWLER JR HIGH	CHRISSY SHARP	6
FOWLER JR HIGH	JAMES TRIPPIER	6
FOWLER JR HIGH	CATHY CASSIDY	6
FOWLER JR HIGH	NATHAN MILLER	6
FOWLER JR HIGH	LISA WESLOW	6
FOWLER JR HIGH	KARI FINNERTY	6
FOWLER JR HIGH	ROBIN WEEKS	6
FOWLER JR HIGH	CHARLIE CULLINANE	6
FOWLER JR HIGH	KERRI ALLEN	6
FOWLER JR HIGH	DANIELLE KELLY	6
FOWLER JR HIGH	BETSY JUSTASON	6
FOWLER JR HIGH	ALANA OWENS	6
FOWLER JR HIGH	AMY MAGOON	6
FOWLER JR HIGH	PAUL BRAKE	6
FOWLER JR HIGH	MEG MAHONEY	6
FOWLER JR HIGH	ELIZABETH CRANDALL	6
FOWLER JR HIGH	CARL BARATTA	6
FOWLER JR HIGH	MICHAEL GRENIER	6
FOWLER JR HIGH	GAIL HALL	6
FOWLER JR HIGH	BARBARA HALL	6
FOWLER JR HIGH	TERI LOOMER	6

SCHOOL	STUDENT NAME	GRADE
FOWLER JR.HIGH	PAUL REDDIN	8
FOWLER JR.HIGH	JENNIFER O'HARE	8
FOWLER JR.HIGH	CASEY RYALL	8
FOWLER JR.HIGH	VERONICA NADING	8
FOWLER JR.HIGH	KAREN SAVOY	8
FOWLER JR.HIGH	MARTHA KNOWLES	8
FOWLER JR.HIGH	ROBERT GYLES	8
FOWLER JR.HIGH	CHERYL STEELE	8
FOWLER JR.HIGH	MELISSA WARD	8
FOWLER JR. HIGH	STEVE BOUFFARD	7
FOWLER JR. HIGH	MARC CURRIER	7
FOWLER JR. HIGH	SUZIE DOYLE	7
FOWLER JR. HIGH	ROBERT GALLAGHER	7
FOWLER JR. HIGH	CARRIE INGLES	7
FOWLER JR. HIGH	JEFFY JOY	7
FOWLER JR. HIGH	CHRIS MAHONEY	7
FOWLER JR. HIGH	VICKI MARTELL	7
FOWLER JR. HIGH	LISA MADORE	7
FOWLER JR. HIGH	DIANA LAZARO	7
FOWLER JR. HIGH	KARA MCHUGH	7
FOWLER JR. HIGH	RACHEL PARKER	7
FOWLER JR. HIGH	WAYNE PENNIMAN	7
FOWLER JR. HIGH	WENDY PETERSON	7
FOWLER JR. HIGH	ERIK SNOW	7
FOWLER JR. HIGH	HEIDI SOBOLOWSKI	7
FOWLER JR. HIGH	BRIAN TORANTINO	7
FOWLER JR. HIGH	HENRY ZMIJAK	7
FOWLER JR. HIGH	MAYA ANDERSON	7
FOWLER JR. HIGH	IAIN BABEAU	7
FOWLER JR. HIGH	MELISSA BARE	7
FOWLER JR. HIGH	WILLIAM BELMORE	7
FOWLER JR. HIGH	JENNIFER BURTURLIA	7
FOWLER JR. HIGH	DENISE CENTERINO	7
FOWLER JR. HIGH	JEREMY COLTER	7
FOWLER JR. HIGH	MICHAEL KANE	7
FOWLER JR. HIGH	STEPHEN MCCALL	7
FOWLER JR. HIGH	PETER OLSEN	7
FOWLER JR. HIGH	HEATHER PEARCE	7
FOWLER JR. HIGH	JODI PARENT	7
FOWLER JR. HIGH	ALISON PHELAN	7
FOWLER JR. HIGH	KAREN PRIMIANO	7
FOWLER JR. HIGH	CHRISTINE OATHOUT	7
FOWLER JR. HIGH	KIM BOUCHER	7
FOWLER JR. HIGH	DANNY NOE	7
FOWLER JR. HIGH	VICKY COLLETTI	7
FOWLER JR.H.S.	RONALD BARILONE	7
FOWLER JR.H.S.	CATHY BYRNE	7
FOWLER JR.H.S.	MELANIE CONSLER	7
FOWLER JR.H.S.	TIM CURRY	7
FOWLER JR.H.S.	RYAN DERBY	7
FOWLER JR.H.S.	WENDY DONOVAN	7

SCHOOL	STUDENT NAME	GRADE
FOWLER JR HIGH	MIKE ROSKO	8
FOWLER JR HIGH	TOM SCHAUBER	8
FOWLER JR HIGH	DONNA SIGFRIEDT	8
FOWLER JR HIGH	LESLIE TRIPPIER	8
FOWLER JR HIGH	AARON WESLOW	8
FOWLER JR HIGH	TREVOR WHITAKER	8
FOWLER JR HIGH	DEBBIE GREGSON	8
FOWLER JR HIGH	CHRIS JOHNSON	8
FOWLER JR HIGH	SCOTT BENHAM	6
FOWLER JR HIGH	KIMBERLY CLAIR	6
FOWLER JR HIGH	ERIN COPELAND	6
FOWLER JR HIGH	JOE DECAMPO	6
FOWLER JR HIGH	JOHN FAVA	6
FOWLER JR HIGH	CHARLES FLAGG	6
FOWLER JR HIGH	JUSTIN GIBSON	6
FOWLER JR HIGH	JEFF HOWES	6
FOWLER JR HIGH	VALERIE LESLIE	6
FOWLER JR HIGH	PETER LOMBARDO	6
FOWLER JR HIGH	CHRIS MESSIER	6
FOWLER JR HIGH	LUCELLA O'LEARY	6
FOWLER JR HIGH	PETER PRONKO	6
FOWLER JR HIGH	MICHELLE SIGFRIEDT	6
FOWLER JR HIGH	JACQUELINE VELEZ	6
FOWLER JR HIGH	MELISSA KIRKER	6
FOWLER JR HIGH	LINDA RIVERA	6
FOWLER JR HIGH	BRENDA ARSENEAU	6
FOWLER JR HIGH	JAMES FORSYTHE	6
FOWLER JR HIGH	REINO HELIN	6
FOWLER JR HIGH	CRYSTAL HORAN	6
FOWLER JR HIGH	HUNG LAM	6
FOWLER JR HIGH	DEBBIE MANOSH	6
FOWLER JR HIGH	LAURA MASKOVSKY	6
FOWLER JR HIGH	BONNIE MASON	6
FOWLER JR HIGH	SUZANNE WARDWELL	6
FOWLER JR HIGH	TRACY CHAMBERS	6
FOWLER JR HIGH	SUSAN COURTRIGHT	6
FOWLER JR HIGH	JOEY CRAIL	6
FOWLER JR HIGH	DAVID DITAVI	6
FOWLER JR HIGH	MICHELLE GAUDET	6
FOWLER JR HIGH	CASEY GLENN	6
FOWLER JR HIGH	ED MCLAUGHLIN	6
FOWLER JR HIGH	WENDY SALAMONE	6
FOWLER JR HIGH	KIM SELLER	6
FOWLER JR HIGH	DARYL STRIKER	6
FOWLER JR HIGH	STACEY TUCKER	6
FOWLER JR HIGH	JENNA WRIGHT	6
FOWLER JR HIGH	RICHARD CASSIDY	6
FOWLER JR HIGH	RACHEL FERRIS	6
FOWLER JR HIGH	THOMAS KILLI	6
FOWLER JR HIGH	NATALIA COMELLA	6
FOWLER JR HIGH	ERICA NICKEL	6

MAYNARD PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
FOWLER JR.H.S.	CHRIS FOLK	7
FOWLER JR.H.S.	JENNIFER FRAZIER	7
FOWLER JR.H.S.	ERIC FRIEND	7
FOWLER JR.H.S.	TANIA KURKAA	7
FOWLER JR.H.S.	ERIC LANDO	7
FOWLER JR.H.S.	BARRY LAWRYNOWICZ	7
FOWLER JR.H.S.	JAMIE LEBRANCH	7
FOWLER JR.H.S.	DAVID MANCINI	7
FOWLER JR.H.S.	LAURA MARIA	7
FOWLER JR.H.S.	LISA MCNIFF	7
FOWLER JR.H.S.	IAN MEYN	7
FOWLER JR.H.S.	JACKIE STREETER	7
FOWLER JR.H.S.	SEAMUS TOBIN	7
FOWLER JR.H.S.	KRISTEN WARD	7
FOWLER JR.H.S.	MATT WESCOTT	7
FOWLER JR.H.S.	CHRIS WARREN	7
FOWLER JR.H.S.	JENNIFER BARITEAU	7
FOWLER JR.H.S.	MICHELLE BUCKLEY	7
FOWLER JR.H.S.	JON BUTLER	7
FOWLER JR.H.S.	JENNIFER FRENCH	7
FOWLER JR.H.S.	MICHAEL CANTINO	7
FOWLER JR.H.S.	KAREN HUNT	7
FOWLER JR.H.S.	CHRIS CARDOZA	7
FOWLER JR.H.S.	LESLIE ROBBINS	7
FOWLER JR.H.S.	AARON FOLEY	7
FOWLER JR.H.S.	JENNIFER MORTELL	7
FOWLER JR.H.S.	KHUAN LANG	7
FOWLER JR.H.S.	DAVE GORMAN	7
FOWLER JR.H.S.	MELISSA ROBERTS	7
FOWLER JR.H.S.	MATT ADAMS	7
FOWLER JR.H.S.	GEORGE SALTAMANIKAS	7
FOWLER JR.H.S.	TAMEEKA MESSIER	7
FOWLER JR.H.S.	MICHELLE PEARSON	7
FOWLER JR.H.S.	TODD MCCORMACK	7
FOWLER JR HIGH	MICHAEL BAIGOT	8
FOWLER JR HIGH	AMY BRAGA	8
FOWLER JR HIGH	LEWIS BOWKER	8
FOWLER JR HIGH	MARCELLA CARVAJAL	8
FOWLER JR HIGH	TIM CONDON	8
FOWLER JR HIGH	ANN COOK	8
FOWLER JR HIGH	KRISTEN DEPASQUALE	8
FOWLER JR HIGH	DENISE DRAGO	8
FOWLER JR HIGH	AUDRA FINNERTY	8
FOWLER JR HIGH	JOE GRIFFITH	8
FOWLER JR HIGH	BRIANNA GRUNWALD	8
FOWLER JR HIGH	STACY KETZ	8
FOWLER JR HIGH	LEIGH LIBBY	8
FOWLER JR HIGH	PAUL MARZILLI	8
FOWLER JR HIGH	JOE MCKENDRY	8
FOWLER JR HIGH	MICHELLE MULLIN	8
FOWLER JR HIGH	JULIE PONCE	8

MENDON PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
NIPMUC REG.H.S.	KATHLEEN MANSTREAM	11
NIPMUC REG.H.S.	BETH PRUITT	11
NIPMUC REG.H.S.	CAROLINE WOOD	11
NIPMUC REG.H.S.	JESUS BALLESTEROS	11

MILFORD PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
MILFORD HIGH SCH	IRIS TORRES	10
MILFORD HIGH SCH	LUZ NEGRON	10
MILFORD HIGH SCH	LIDDA TORRES	10
MILFORD HIGH SCH	ELINNET FONSECA	11
MILFORD HIGH SCH	EVELYN DELVALLE	11
MILFORD MEMORIAL	CANANEA ADORNO	3
MILFORD MEMORIAL	GELSON LEON	3
MILFORD MEMORIAL	ALEJANDRA MALDONADO	3
MILFORD MEMORIAL	CHRISTINE MALDONADO	3
MILFORD MEMORIAL	MARILYN SANTIAGO	3
MILFORD MEMORIAL	CHRISTIANA VAZ	3
BROOKSIDE ELEM.	TOM NI	3
BROOKSIDE ELEM.	ELSA ROSA	3
BROOKSIDE ELEM.	RUTE CORREIA	3
BROOKSIDE ELEM.	AUDREY PINHEIRO	3
BROOKSIDE ELEM.	ANNETTE DIAZ	4
BROOKSIDE ELEM.	HOSSANNA ADOERNO	4
MIDDLE SCHOOL W	CARLOS NUNES	6
MIDDLE SCHOOL W	FRANKIE RODRIGUEZ	6
MIDDLE SCHOOL W	JOAO ROSA	6
MIDDLE SCHOOL W	ARTUR COSQUETE	6
BROOKSIDE ELEM.	EMMELIN MARTINEZ	7
MIDDLE SCHOOL W	IRIZABETH GONZALEZ	8
MIDDLE SCHOOL W	PETER SACCULLO	8
MIDDLE SCHOOL W	SERGIO SOARES	8
MILFORD HIGH SCH	JEANETTE CRUZ	9
MILFORD HIGH SCH	SONIA RODRIGUEZ	9
MILFORD HIGH SCH	PAULA COSQUETE	9
MILFORD HIGH SCH	PAULA GARCIA	9
MILFORD HIGH SCH	JEANETTE CRUZ	9
MILFORD HIGH SCH	ELINNET FONSECA	11
MILFORD HIGH SCH	SONIA RODRIGUEZ	9
MILFORD HIGH SCH	IRIS TORRES	10
MILFORD HIGH SCH	PAULA COSQUETE	9
MILFORD HIGH SCH	EVELYN DELVALLE	11
MILFORD HIGH SCH	PAULA GARCIA	9
MILFORD HIGH SCH	LUZ NEGRON	10
MILFORD HIGH SCH	LIDDA TORRES	10
MILFORD MEMORIAL	CANANEA ADORNO	3
MILFORD MEMORIAL	GELSON LEON	3

MILLIS PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
CLYDE F. BROWN	ERIN CLOUGHER	8
CLYDE F. BROWN	KEVIN KERMELEWICZ	8
CLYDE F. BROWN	ALISON NOVAK	8
CLYDE F. BROWN	THOMAS BEZZUTI	8
CLYDE F. BROWN	TARA MCDONOUGH	8
CLYDE F. BROWN	CHRISTOPHER WARNER	8

N. BROOKFIELD PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
N.BROOK.ELEM SCH	JENNIFER BEMIS	6
N.BROOK.ELEM SCH	PAULA MCQUAID	6

SCHOOL	STUDENT NAME	GRADE
MIDDLE SCHOOL	NICOLE MERCALDO	6
MIDDLE SCHOOL	JENNIFER ABBOT	6
MIDDLE SCHOOL	PAUL BENEDICT	6
MIDDLE SCHOOL	KATE MATHES	6
MIDDLE SCHOOL	CHARLES CALIRI	6
MIDDLE SCHOOL	SANDY CAREY	6
MIDDLE SCHOOL	ANN O'TOOLE	6
MIDDLE SCHOOL	LISA BURNHAM	6
MIDDLE SCHOOL	ERIC SEILER	6
MIDDLE SCHOOL	PHILIP CHABONNEAU	6
MIDDLE SCHOOL	CLOEREN, NICOLE	7
MIDDLE SCHOOL	DEVINE, STEVE	7
MIDDLE SCHOOL	FAUCHER, CHRISTINE	7
MIDDLE SCHOOL	KIMBALL, BETH	7
MIDDLE SCHOOL	SAVAS, ANDREW	7
MIDDLE SCHOOL	SLIFER, SARAH	7
MIDDLE SCHOOL	WILLIAMS, JANIS	7
MIDDLE SCHOOL	AJAY BAGAL	7
MIDDLE SCHOOL	ALISON CARES	7
MIDDLE SCHOOL	NIKKI DALEY	7
MIDDLE SCHOOL	MICHELE CHANG	7
MIDDLE SCHOOL	CHRIS CROWLEY	7
MIDDLE SCHOOL	ELAINE ISSAC	7
MIDDLE SCHOOL	DAVID SPRINDZUNAS	7
MIDDLE SCHOOL	JOSH FREDERICH	7
MIDDLE SCHOOL	ED CLEARY	7
MIDDLE SCHOOL	ANGELINE DUMAIS	7
MIDDLE SCHOOL	BETH GORMAN	7
MIDDLE SCHOOL	CATHERINE OLMSTED	7
MIDDLE SCHOOL	LAURA TUCKER	7
MIDDLE SCHOOL	WIRTANEN, SUSAN	8
MIDDLE SCHOOL	GREGORCZYK, SCOTT	8
MIDDLE SCHOOL	KIM, HYUNSUK	8
MIDDLE SCHOOL	TUCKER, KRISTIN	8
MIDDLE SCHOOL	DITERLIZZI, SHEREE	8
MIDDLE SCHOOL	L'ECUYER, DANIEL	8
MIDDLE SCHOOL	GIBSON, REBECCA	8
MIDDLE SCHOOL	FLYNN, REBECCA	8
MIDDLE SCHOOL	YANCO, RICHARD	8
MIDDLE SCHOOL	BALDELLI, TARA	8
MIDDLE SCHOOL	SYRJALA, BRIAN	8
MIDDLE SCHOOL	FLATAU, KATJA	8
MIDDLE SCHOOL	SWEET, BRICK	8
MIDDLE SCHOOL	KELLY, ERIC	8
MIDDLE SCHOOL	LARY, LISA	8
MIDDLE SCHOOL	LEVIN, ANDREA	8
MIDDLE SCHOOL	CHASE, RANDY	8
MIDDLE SCHOOL	ANTHONY, HEATHER	8
MIDDLE SCHOOL	GWEN AMBROSE	8
MIDDLE SCHOOL	JUDITH [illegible]	8
MIDDLE SCHOOL	ERIC [illegible]	8

SCHOOL	STUDENT NAME	GRADE
MIDDLE SCHOOL	ANDREW BALUNAS	8
MIDDLE SCHOOL	ALEX CASALE	8
MIDDLE SCHOOL	SEAN CURRAN	8
MIDDLE SCHOOL	MEGAN DEMAYO	8
MIDDLE SCHOOL	JILL FARRICY	8
MIDDLE SCHOOL	SHARON FINSTER	8
MIDDLE SCHOOL	MELISSA LINKHART	8
MIDDLE SCHOOL	SCOTT JOHNSON	8
MIDDLE SCHOOL	KAREN HEMSTREET	8
MIDDLE SCHOOL	DEBBIE GOLDSMITH	8
MIDDLE SCHOOL	GARY FLEICHER	8
MIDDLE SCHOOL	MATT MERCER	8
MIDDLE SCHOOL	LAURA MERCHANT	8
MIDDLE SCHOOL	GABY OLIVARES	8
MIDDLE SCHOOL	JULIANNE PENDLETON	8
MIDDLE SCHOOL	JULIE BAKER	8
MIDDLE SCHOOL	MELLISSA CAREY	8
MIDDLE SCHOOL	KIM COMEAU	8
MIDDLE SCHOOL	CATHY HABERLAND	8
MIDDLE SCHOOL	MIKE HODGE	8
MIDDLE SCHOOL	JULIE MITCHELL	8
MIDDLE SCHOOL	KATE NOLAN	8
MIDDLE SCHOOL	TOM WEISSINGER	8
MIDDLE SCHOOL	STEPHEN ZAMARRO	8
MIDDLE SCHOOL	JULIE ORCIUCH	8
MIDDLE SCHOOL	BOWLING SITHIVONG	8
MIDDLE SCHOOL	STEVEN PERLMAN	8
MIDDLE SCHOOL	JAMIE CHAPMAN	8
MIDDLE SCHOOL	CINDY REMILLARD	8
MIDDLE SCHOOL	JESSICA HARRELL	8
MIDDLE SCHOOL	JACK O'TOOLE	8

ORANGE PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
DEXTER PARK SCH.	SHULAMIT L. B. KLEINERMAN	3

RUTLAND PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
NAGUAG ELEM. SCH	JEFFREY BALL	7
NAGUAG ELEM. SCH	KRISTIN RATLIFF	7
NAGUAG ELEM. SCH	REBECCA PERRON	7
NAGUAG ELEM. SCH	SEAN LYNCH	7
NAGUAG ELEM. SCH	AMY GELBWASSER	7
NAGUAG ELEM. SCH	HEATHER CHADBOURNE	7
NAGUAG ELEM. SCH	GLENN DONALDSON	

SHREWSBURY PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
MIDDLE SCHOOL	EVA STRZELECKA	6

SHIRLEY PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
LURA A. WHITE	CHRISTINA SEFRANEK	6
LURA A. WHITE	JASON RAKIP	6
LURA A. WHITE	TIM TOLSON	6
LURA A. WHITE	GINA GAETZ	6
LURA A. WHITE	BENJAMIN COUTU	6

SOUTHBORO PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
WOODWARD SCHOOL	MATT ROWLEY	7
WOODWARD SCHOOL	REBECCA JOHNSON	8
WOODWARD SCHOOL	ANUPOMA SEHGAL	8
WOODWARD SCHOOL	MYRTO FLESSAS	8

SOUTHBRIDGE PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRADE
MARY E.WELLS JR.	GARY BERTHIAUME	6
MARY E.WELLS JR.	LYNDA CARMEL	6
MARY E.WELLS JR.	JOELLE FERRON	6
MARY E.WELLS JR.	CHRISTOPHER FISKE	6
MARY E.WELLS JR.	HEATHER GLINIECKI	6
MARY E.WELLS JR.	CHANTHANOM HOUATCHANTHERA	6
MARY E.WELLS JR.	ELEFTHERIA KARAYIANNIS	6
MARY E.WELLS JR.	LORI LIVERNOIS	6
MARY E.WELLS JR.	SHELLY RICCI	6
MARY E.WELLS JR.	KRISTIN SMITH	6

SUTTON PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRA
ELEMENTARY SCH.	JASON BAKER	4
ELEMENTARY SCH.	ERIN FORD	4
ELEMENTARY SCH.	DAWN ABBRUZZESE	4
ELEMENTARY SCH.	SUZANNE MOMBOURQUETTE	4
ELEMENTARY SCH.	CARRIE GOSSELIN	4
ELEMENTARY SCH.	TINA COPORALE	4
ELEMENTARY SCH.	MARC ROBBINS	4
ELEMENTARY SCH.	JESSICA KLOCEK	4
ELEMENTARY SCH.	LISA COUTURE	4
ELEMENTARY SCH.	BETH ELLEN MERRILL	4
ELEMENTARY SCH.	LYNN-ANN CONLON	4
ELEMENTARY SCH.	ERIC ELLIS	4

WESTBORO PUBLIC SCHOOLS

SCHOOL	STUDENT NAME	GRA
HASTINGS SCHOOL	JESSICA AHO	3
HASTINGS SCHOOL	MICHAEL BALDANZA	3
HASTINGS SCHOOL	MARIE BARRETT	3
HASTINGS SCHOOL	RACHAEL FOX	3
HASTINGS SCHOOL	JULIE GOLDEN	3
HASTINGS SCHOOL	MERIDITH GORE	3
HASTINGS SCHOOL	ARI GOTTLIEB	3
HASTINGS SCHOOL	LAURIE GROCE	3
HASTINGS SCHOOL	SUSAN HARNEY	3
HASTINGS SCHOOL	ERIN HEGGERICK	3
HASTINGS SCHOOL	SHANA MCCULLOUGH	3
HASTINGS SCHOOL	KATIE MCNALL	3
HASTINGS SCHOOL	CHRISTOPHER NYREN	3
HASTINGS SCHOOL	ALISSA PASTNER	3
HASTINGS SCHOOL	JANNA PECKHAM	3
HASTINGS SCHOOL	HALLEE PITTERMAN	3
HASTINGS SCHOOL	NAZLI PARVISI	3
HASTINGS SCHOOL	KATHLEEN RIGA	3
HASTINGS SCHOOL	MICHAEL SIMPSON	3
HASTINGS SCHOOL	DANIEL SMITH	3
HASTINGS SCHOOL	JUSTINE SPINAZOLA	3
HASTINGS SCHOOL	JUSTIN THOMPSON	3
HASTINGS SCHOOL	STEPHEN WHITE	3
HASTINGS SCHOOL	DANA HAZEL	5
HASTINGS SCHOOL	STEPHEN KODY	5
HASTINGS SCHOOL	NANCY LIN	5
HASTINGS SCHOOL	ANNE SHATARA	5
HASTINGS SCHOOL	RODOLFO SOTO	5

	STUDENT NAME	GRADE
WARDS	KIMBERLY BELLI	6

WHITINSVILLE PUBLIC SCHOOLS

	STUDENT NAME	GRADE
MER SCH.	CARRIE OTT	3
MER SCH.	MARK DIGREGORIO	3

WORCESTER PUBLIC SCHOOLS

	STUDENT NAME	GRADE
MEM HS	GEORGY CERNY	9
MEM HS	MARIA BAROUNIS	9
MEM HS	KARA CAHILL	9
MEM HS	VANESSA DEMICHELE	9
MEM HS	EDWARD CHANDLER	9
MEM HS	ALYSON JOB	9
MEM HS	SLAVA KOSLOV	9
MEM HS	SUE RICHMOND	9
MEM HS	LAURA SILVER	9
MEM HS	ETAN SPIERER	9
MEM HS	REBECCA STARR	9
MEM HS	YVONNE TING	9
MEM SCH.	FARZIN FEIZ	9

SCHOOL	STUDENT NAME	GRADE
DOHERTY MEM HS	LISA GEORGE	10
DOHERTY MEM HS	NOAH GOLDFATHER	10
DOHERTY MEM HS	MARLO LINCOLN	10
DOHERTY MEM HS	HEATHER LUCIER	10
DOHERTY MEM HS	DAVID MILLER	10
DOHERTY MEM HS	MARK PRINCE	10
DOHERTY MEM SCH.	ANH NGUYEN	10
DOHERTY MEM SCH.	AHMAD ASLAMI	10
DOHERTY MEM SCH.	TRI HUYNH	11
DOHERTY MEM SCH.	DANH BUI	11
DOHERTY MEM SCH.	THAO LY	10
CENTRAL CATHOLIC	DANIEL BARSUM	4
CENTRAL CATHOLIC	MATTHEW BEAUPRE	4
CENTRAL CATHOLIC	PATRICK BURNS	4
CENTRAL CATHOLIC	MICHAEL HIPPERT	4
CENTRAL CATHOLIC	JOHN MAHAN	4
CENTRAL CATHOLIC	JAMES MCFADDEN	4
CENTRAL CATHOLIC	TIMOTHY ROGERS	4
CENTRAL CATHOLIC	MELISSA BALDINO	4
CENTRAL CATHOLIC	KERI BRUNELLE	4
CENTRAL CATHOLIC	AMY GALLANT	4
CENTRAL CATHOLIC	ERIN HUGHES	4
CENTRAL CATHOLIC	MELISSA KAPETANIOS	4
CENTRAL CATHOLIC	MEGAN MCPARTLAND	4
CENTRAL CATHOLIC	CARISA MIER	4
CENTRAL CATHOLIC	MONICA O'CONNELL	4
CENTRAL CATHOLIC	JENNIFER PLANTE	4
CENTRAL CATHOLIC	AMIE TUFTS	4
CENTRAL CATHOLIC	NANCY TURPIN	4
THORNDYKE RD SCH	JEFFREY PRENDERGAST	6
THORNDYKE RD SCH	MICHAEL HILL	6
THORNDYKE RD SCH	KERRY MCHUGH	6
THORNDYKE RD SCH	HEATHER MONAHAN	6
THORNDYKE RD SCH	MATTHEW CREELMAN	6
THORNDYKE RD SCH	HEATHER TAMKE	6
THORNDYKE RD SCH	ADAM MATHIEU	6
THORNDYKE RD SCH	BRIAN THORNE	6
THORNDYKE RD SCH	JOHN BIERFELDT	6
THORNDYKE RD SCH	SHANNON MCCORMICK	6
THORNDYKE RD SCH	MELANIE BECKMAN	6
THORNDYKE RD SCH	CHRISTI CHAPLIS	6
THORNDYKE RD SCH	ALISON FREW	6
THORNDYKE RD SCH	KENNETH SIMONCINI	6
THORNDYKE RD SCH	KYLA BYRNES	6
THORNDYKE RD SCH	AMY SIKORSKI	6
THORNDYKE RD SCH	JOHN CLANCEY	6
THORNDYKE RD SCH	MARK WILKINSON	6
THORNDYKE RD SCH	MARK ROSEEN	6
WAWECUS RD. SCH.	EUGENE POSTON	6
ST. MARY'S ELEM.	BARBARA KALINOWSKI	6
ST. MARY'S ELEM.	JENNIFER SMITH	6

SCHOOL	STUDENT NAME	GRADE
ST.MARY'S ELEM.	KATRINA TRACY	6
ST.MARY'S ELEM.	JULIANNE KULESZA	6
ST.MARY'S ELEM.	JEROME WALCZAK	6
ST.MARY'S ELEM.	TARA MITCHELL	6
ST.MARY'S ELEM.	GERALD PETRAITIS	6
WEST TATNUCK SCH	JESSE BROUSSEAU	6
WEST TATNUCK SCH	JILL BUDZINSKI	6
WEST TATNUCK SCH	JENNIFER CAMARRA	6
WEST TATNUCK SCH	KIMBERLY HANLAN	6
WEST TATNUCK SCH	NICOLE HICKS	6
WEST TATNUCK SCH	BETTY HUANG	6
WEST TATNUCK SCH	HEATHER KOSKELA	6
WEST TATNUCK SCH	DANIEL MATTHEWS	6
WEST TATNUCK SCH	GREGORY MCARDLE	6
WEST TATNUCK SCH	CHRISTOPHER NORTON	6
WEST TATNUCK SCH	JENNIFER SEALE	6
WEST TATNUCK SCH	TINA SHILALE	6
FOREST GROVE SCH	ADAM BESSETTE	7
FOREST GROVE SCH	NICOLE BURBO	7
FOREST GROVE SCH	STEPHEN CARNEGIE	7
FOREST GROVE SCH	TRACY CHARBONNEAU	7
FOREST GROVE SCH	MICHAEL DALEY	7
FOREST GROVE SCH	QUOC-THOAI DANG	7
FOREST GROVE SCH	MATTHEW DUCSIK	7
FOREST GROVE SCH	SHANNON FINN	7
FOREST GROVE SCH	JONATHAN GOLDEN	7
FOREST GROVE SCH	GAYANNE HOOGASIAN	7
FOREST GROVE SCH	JULIE KELLY	7
FOREST GROVE SCH	BRAIN LAFLASH	7
FOREST GROVE SCH	MICHELLE LEIB	7
FOREST GROVE SCH	ANDRE LEROUX	7
FOREST GROVE SCH	HUNG LUONG	7
FOREST GROVE SCH	SEAN MAJOY	7
FOREST GROVE SCH	CATHERINE MCEVOY	7
FOREST GROVE SCH	SHAUNA MOYNIHAN	7
FOREST GROVE SCH	COLIN NOVICK	7
FOREST GROVE SCH	MEGAN PARDEE	7
FOREST GROVE SCH	JAY REYNOLDS	7
FOREST GROVE SCH	VICKI RICHARD	7
FOREST GROVE SCH	RACHEL SHABANI	7
FOREST GROVE SCH	JEREMY SHOOK	7
FOREST GROVE SCH	TRICIA SWEENEY	7
FOREST GROVE SCH	MICHAEL TAMULIS	7
FOREST GROVE SCH	JAMES VANDERSALM	7
FOREST GROVE SCH	KEVIN WHEELER	7
FOREST GROVE SCH	KEVIN WHEELER	7
FOREST GROVE SCH	SEAN MIERCEJEWSKI	7
FOREST GROVE SCH	NICHOLAS PERAKIS	7
FOREST GROVE SCH	CHRISTOPHER KAUFMAN	7
SULLIVAN MIDDLE	CHRISTINE THIBEAU	7
SULLIVAN MIDDLE	[illegible]	[illegible]

SCHOOL	STUDENT NAME	GRADE
SULLIVAN MIDDLE	CHERI COOPER	7
SULLIVAN MIDDLE	JASON CORMIER	7
SULLIVAN MIDDLE	KIM YOUNG	7
SULLIVAN MIDDLE	CHRISTOPHER BARBOUR	7
SULLIVAN MIDDLE	LINDA HIITT	7
SULLIVAN MIDDLE	BENITA WILLIAMS	7
SULLIVAN MIDDLE	JUAN VERGARA	7
SULLIVAN MIDDLE	SANDRA MILLER	7
SULLIVAN MIDDLE	MELISSA DUBOIS	7
SULLIVAN MIDDLE	AMY HOOK	7
SULLIVAN MIDDLE	MICHELLE LEUFSTEDT	7
SULLIVAN MIDDLE	CHRISTINE MOLT	7
SULLIVAN MIDDLE	JOHN RAINWATER	7
SULLIVAN MIDDLE	KEN CARRIER	7
SULLIVAN MIDDLE	ZIA AYUB	7
SULLIVAN MIDDLE	MICHELLE DENNETT	7
SULLIVAN MIDDLE	TAWNYA LAMEL	7
SULLIVAN MIDDLE	DEANA SUMNER	7
SULLIVAN MIDDLE	ANGELA FISHER	7
SULLIVAN MIDDLE	BILLY ROWAN	7
FOREST GROVE SCH	KERRI-ANN SWEETEN	7
FOREST GROVE SCH	LISA BILIOURIS	7
FOREST GROVE SCH	WANDA WASHINGTON	7
FOREST GROVE SCH	SEVIM GURBUZ	7
FOREST GROVE SCH	GEORGE EFSTATHIOU	7
ST.MARY'S ELEM.	TARA JANKOWSKI	7
ST.MARY'S ELEM.	JENNIFFER COONAN	7
ST.MARY'S ELEM.	MAGDALEN GRODZKI	7
ST.MARY'S ELEM.	DIANA WROKEL	7
ST.MARY'S ELEM.	ANITA SWIDERSKI	7
ST.MARY'S ELEM.	BRIDGET KELLEY	7
ST.MARY'S ELEM.	SANDRA MICHALEK	7
ST.MARY'S ELEM.	IWONA KULMA	7
ST.MARY'S ELEM.	THOMAS KOWALCZYK	7
SULLIVAN MIDDLE	DONA ALEXANDER	8
SULLIVAN MIDDLE	LEEANN DESROSIERS	8
SULLIVAN MIDDLE	MARK ROJAS	8
SULLIVAN MIDDLE	SHERI BERTHIAUME	8
SULLIVAN MIDDLE	ROBERT AUDETTE	8
SULLIVAN MIDDLE	THOMAS DUGGAN	8
SULLIVAN MIDDLE	ANNJANETTE BARNEY	8
SULLIVAN MIDDLE	RIGO SANCHEZ	8
SULLIVAN MIDDLE	WILLIAM DANIELS	8
SULLIVAN MIDDLE	CHERYL TAYLOR	8
SULLIVAN MIDDLE	JENNIFER RIPLEY	8
SULLIVAN MIDDLE	KIM DANEAULT	8
SULLIVAN MIDDLE	MARIE ST. FRANCIS	8
SULLIVAN MIDDLE	RAFAEL PELUYERA	8
SULLIVAN MIDDLE	JOHN PHELAN	8
SULLIVAN MIDDLE	CHRISTOPHER DAVIAU	[illegible]
SULLIVAN MIDDLE	ESTEBAN CALVO	[illegible]

SCHOOL	STUDENT NAME	GR
SULLIVAN MIDDLE	JEROME JOHNSON	8
SULLIVAN MIDDLE	DUNGSI NGUYEN	8
SULLIVAN MIDDLE	DEBRA MALLETT	8
SULLIVAN MIDDLE	CRAIG COGSWELL	8
SULLIVAN MIDDLE	STEPHEN BUKOSKI	8
SULLIVAN MIDDLE	AFUA NTI	8
SULLIVAN MIDDLE	PENNY GRANDMAISON	8
SULLIVAN MIDDLE	ROBERT ROY	8
SULLIVAN MIDDLE	LYNN CHICKERING	8
SULLIVAN MIDDLE	MICHAEL MALLOY	8
SULLIVAN MIDDLE	MAX APONTE	8
SULLIVAN MIDDLE	RICHARD ABDELLA	8
SULLIVAN MIDDLE	JOSEPH CARRIER	8
SULLIVAN MIDDLE	PAMELA BAILLARGEON	8
SULLIVAN MIDDLE	ROBERT MINEAU	8
SULLIVAN MIDDLE	MICHELLE DENNETT	8
SULLIVAN MIDDLE	EDWIN HIGBIE	8
SULLIVAN MIDDLE	STEPHEN CORMIER	8
SULLIVAN MIDDLE	SCOTT BRACONNIER	8
SULLIVAN MIDDLE	JOHN PETERSON	8
SULLIVAN MIDDLE	TRACY BOUDREAU	8
SULLIVAN MIDDLE	EDWARD RIEL	8
SULLIVAN MIDDLE	AMANDA GREENE	8
SULLIVAN MIDDLE	FRANCIS BAILLARGEON	8
SULLIVAN MIDDLE	GENEVA LARSON	8
SULLIVAN MIDDLE	RAMONA METALLIC	8
SULLIVAN MIDDLE	SANDRA LOPEZ	8
SULLIVAN MIDDLE	SHAWN GAGNON	8
SULLIVAN MIDDLE	JENNIFER COX	8
SULLIVAN MIDDLE	JO LYNNE DENAPOLI	8
SULLIVAN MIDDLE	SARA HENDERSON	8
SULLIVAN MIDDLE	HOLLI HOWARD	8
SULLIVAN MIDDLE	MELANIE LOMAS	8
SULLIVAN MIDDLE	JULIE MATHES	8
SULLIVAN MIDDLE	JULIE LYTLE	8
SULLIVAN MIDDLE	MICHELLE VALE	8
SULLIVAN MIDDLE	JODI WHITEHEAD	8
SULLIVAN MIDDLE	CASEY BRENNAN	8
SULLIVAN MIDDLE	CHRIS CLARKE	8
SULLIVAN MIDDLE	GAVIN EDWARDS	8
SULLIVAN MIDDLE	PAUL HARDING	8
SULLIVAN MIDDLE	MATT MARUM	8
SULLIVAN MIDDLE	AMY CAMPBELL	8
SULLIVAN MIDDLE	JULIE KUMBALL	8
SULLIVAN MIDDLE	HEATHER KLEIN	8
SULLIVAN MIDDLE	JENNIFER ANNECHINO	8
SULLIVAN MIDDLE	KAREN MAKER	8
SULLIVAN MIDDLE	ELIZABETH MANNING	8
SULLIVAN MIDDLE	JILL SILVER	8
SULLIVAN MIDDLE	JILL KADYGOMJIAN	8
SULLIVAN MIDDLE	BRANDON EDWARDS	8
SULLIVAN MIDDLE	BRIAN FALDETTA	8
SULLIVAN MIDDLE	CRAIG MCCARROLL	8
SULLIVAN MIDDLE	JONAS MERRILL	8
SULLIVAN MIDDLE	TODD ZANDER	8
SULLIVAN MIDDLE	TIMOTHY PETTUS	8
SULLIVAN MIDDLE	MICHAEL MCCARROLL	8
SULLIVAN MIDDLE	ALICIA STIRLING	8
SULLIVAN MIDDLE	TAMMI COLLEARY	8
BURNCOAT MIDDLE	KIRK MENANSON	8
BURNCOAT MIDDLE	MARIBEL BONET	8
BURNCOAT MIDDLE	TRACEY YESKET	8
BURNCOAT MIDDLE	MARCIE YOUNG	8
BURNCOAT MIDDLE	BRENDA DONOGHUE	8
BURNCOAT MIDDLE	TANYA MILOSH	8
BURNCOAT MIDDLE	MARY SHANNON	8
BURNCOAT MIDDLE	TRACIE SIDLOSKI	8
BURNCOAT MIDDLE	SHELLIE RIORDAN	8
BURNCOAT MIDDLE	ANN DYER	8
BURNCOAT MIDDLE	JEFFREY GORETTI	8
BURNCOAT MIDDLE	GREGORY PAYTON	8
BURNCOAT MIDDLE	MATTHEW PORCARO	8
BURNCOAT MIDDLE	MICHELLE SCOTT	8
BURNCOAT MIDDLE	JENNIFER CURTIN	8
BURNCOAT MIDDLE	DARLENE GERAWAY	8
BURNCOAT MIDDLE	KAREN HART	8
FOREST GROVE	TONYA BERNSTEIN	8
FOREST GROVE	TODD BURWICK	8
FOREST GROVE	MAUREEN FINLAY	8
FOREST GROVE	CAROLYN GENEREAUX	8
FOREST GROVE	MOLLY GREEN	8
FOREST GROVE	JAMES HUGES	8
FOREST GROVE	ROBERT KELEHER	8
FOREST GROVE	JENNIFER LENNON	8
FOREST GROVE	DAVID MOHEBAN	8
FOREST GROVE	MICHELLE PERO	8
FOREST GROVE	BETSY SEDER	8
FOREST GROVE	JENNIFER SHAW	8
FOREST GROVE	KRISTEN SUTTON	8
FOREST GROVE	SARAH WOLAVER	8
FOREST GROVE	JENNIFER WYSOCKI	8
FOREST GROVE	MARC NEWMARK	8
FOREST GROVE	REIS BARON	8
FOREST GROVE	JEFF MA	8
FOREST GROVE	ROBERT O'NEIL	8
FOREST GROVE	BETHANY WHITMAN	8
FOREST GROVE	JOSHUA SWIDLER	8
FOREST GROVE SCH	ALLAN GRIGG	8
DOHERTY MEM HS	CHERYL FENTON	9
DOHERTY MEM HS	DAVID ISRAEL	9
DOHERTY MEM HS	PAMELA KUNEN	9
DOHERTY MEM HS	DAVID GINSBURG	9

APPENDIX-B
WINNING ESSAYS OF THE 1984 CONTEST

TIMOTHY WELD

GRADE 1-3
CHICKERING ELEMENTARY SCHOOL, DOVER

"BEING NEW"

I walked in the classroom that morning. Everyone stopped to look at me. I walked by some people and I heard one of them say, "Who is that kid?" I felt terrible because now everyone talked and laughed at me. That afternoon after school I told my mother that everyone was laughing at me. My mother and father said, "Don't pay any attention to them. They will probably stop." I decided I would try that. It took a couple of days before it worked but it worked. I decided to be friends with the kids that laughed at me. I tried to see what kind of troubles they had. I found that a lot of bigger kids were teasing them. Then I thought the bigger kids gave them the idea to tease me. I made friends with the kids who teased me and I was happy.

SINDIA CRUZ

GRADE 3
MEMORIAL SCHOOL, MILFORD

It's sometimes difficult in making friends with someone who speaks a different language because you don't know how to understand that person. But it's good to make friends because you can learn their ways of living and their cultures. When you are moving to a place where you don't know anyone and you are new, you think that everybody is different to you. But, then you like them and they like you, too, and they show you all around your neighborhood. To overcome the difficulties of going to a school with a dominan culture, you try to make friends and try to understand each other by trying to understand the language which you need to learn and by being nice and by trying to study very hard.

I'm eight years old and I have been living here for one year and eleven months. I think United States is a nice country and I know a lot of things about it. I like living here very much but when I get older I want to go to Puerto Rico to live there and I want to be a secretary. I want to be a secretary because I always wanted to be and I think is a good job. I want to go to Puerto Rico because all my family will be there.

PHAN TVI DUNG
GRADE 5
DARTMOUTH ST. SCHOOL
WORCESTER

Tuesda

Em rất vui mừng được đến đất Mỹ và được đi học với những trẻ em Khác, Em đến Mỹ vào tháng 9, 1983 và em đi học hồi tháng 9, 1983, Em còn nhớ Khi mới đi học em Không biết một chữ nào Vừa Anh Văn lẫn Việt Văn.

Năm nay em đã có Khả năng để viết hai thứ nay em còn có thể viết Anh Văn và nói chuyện với bạn em bằng Anh Văn nữa. Em tự hào Vì em biết đến hai thứ tiếng vừa tiếng Anh vừa tiếng Việt. Em viết thư cho mẹ em bằng tiếng Việt và em nói với bạn Mỹ bằng tiếng Anh. Ngoài biết 2 ngôn ngữ em còn hiểu các bạn Mỹ, em có Tết Halloween và ấy còn có Tết Trung Thu nữa cả hai thứ tết này đều dành cho các Trẻ em, Halloween em mặc áo Phục Trang, Kỳ quái...

Để đi xin Kẹo Từng nhà quen. Tết Trung Thu vào ngày 15 tháng 8 Âm lịch. Vào ngày lễ này, chúng em được mua, Hay được làm lồng đèn Hình con cá, xe lửa con thỏ v.v... chúng em Họp từng đoàn ca Hát Rước đèn rất lễ vui. Sau đó em được ăn bánh dẻo và bánh nướng cùng với gia đình em.

Đến ngày tết Mỹ em đi lễ nhà thờ, và em đến thăm viếng nhà mồ trẻ của em, Em còn đi xem đốt pháo bông nữa.

Ngày Tết Việt Nam vào Khoảng tháng 1 hoặc tháng 2, Em và các anh chị phụ Sửa Soạn và mỗi người mỗi việc. Em dọn dẹp nhà cửa, rồi em chưng bộ lư. Sáng mùng 1 tết em đi chúc tết bà con em ở gần. Em được tiền Lì Xì Sau Khi chúc Tết bà con. Sau đó gia đình em họp mặt ăn uống rất vui vẻ.

Em mong Sao mà em được mau chóng xum họp với em cùng gia đình để em để những niềm vui của em được Trọn Vẹn.

SIMON KING

GRADE 6
RICHARDSON SCHOOL, GILBERTVILLE

"CULTURE"

It would be very interesting to live in a community with many different cultures. In some ways it would be hard but in other ways it would be very interesting and fun. Meeting somebody from a different background may be difficult at first. They may talk little of your language and act very differently. But after you get to know somebody with a different background they can be very nice.

If you were in a school in which everyone was white it would be hard for a black person to move in. If you lived in a town in which the entire population was white a black person that just moved in would probably be treated with much disrespect. Sometimes somebody gets bothered just because they came from some other country. Treating somebody differently because they are of a different culture is called prejudice.

In large cities people with different backgrounds often go to school together. The first year of school with people of a different culture is usually hard. After about a year one gets used to being with people of another culture. In small towns usually everybody is of one culture. I think it is nicer to be mixed with people of other cultures.

NOEL THEODOSIAN

GRADE 8
FOREST GROVE JUNIOR HIGH SCHOOL, WORCESTER

I'm a normal kid. At least, I think so. No one ever told me otherwise. I have friends and I enjoy their company. I guess they enjoy my company and still, something is strange.

I was sitting at the table surrounded by my best friends. We were having lunch. But, I noticed something strange. By looking closer, I realized it was the way they were eating. It was how they were using their forks. I didn't think it was the way I used my fork that was wrong because my parents had never noticed it. It must have been my friends that were wrong.

My parents have always taught me the right thing, I suppose. But when I asked my friends why they were holding their forks in such a strange way, they answered, "This is how everyone holds their fork"! When I asked my parents at dinner that night what I or my friends were doing wrong, my mother explained something to me. she said that because we immigrated from Eurpoe, we have different habits, or different ways of doing things.

I found gradually that most of my ways are different, they are many differences in mannerisms. My friends were kind and accepted my different ways, many of my peers even adapted my ways of doing things.

Besides differences in mannerisms, I also have religious differences with my friends. At Easter, for example, I get in my school lunch a "red egg", because for Easter we dye our eggs red as a symbol of Christ's blood. Explaining this to my friends, many times I get someone interested or someone that understands. But, sometimes I get a sour answer like, "I hate eggs!" or "That's dumb!" I don't usually get hurt by their comments. I respect my religion and it doesn't matter whether someone likes it or not. But in other ways I am hurt to see someone that asked as if interested and then respond in such a sour manner.

Another example of a religious difference is our "Namedays". My middle name is Alexia. We are named after certain saints. My middle name - Alexia, originates from St. Alexander. St. Alexander's day is August thirty-first every year. So, this date is my "Nameday". My family and I celebrate this occasion like a birthday: going to church and having dinner all together.

Now that I am in eighth grade, I am used to my differences and don't seem to mind them. I have begun to find that acting as myself keeps me with good friends among my peers.

All these differences, however, are not important enough to cause problems, if each one of us recognizes that with understanding and setting aside prejudices, no misunderstanding can represent behaviors that are simply culturally based.

JOE HOWARD

GRADE 7
WOODWARD SCHOOL, SOUTHBORO

Today, many children are friends only with others that are like them. This problem is usually caused by stereotypes.

We had just come in from recess when we saw the Principal standing next to our teacher's desk. There was a kid standing behind the Principal that none of us had seen before.

When class started our teacher asked the kid what his name was and where he came from. He said his name was Steinreich Von and that he was from West Germany. Everybody laughed at him because of his accent. I thought he was just another stupid kid.

The teacher asked me to show him around. While we were doing this, I learned we had much in common. He said he loved sports and music, two of my favorite hobbies. I asked him why he moved here and Steinreich said his father was transferred her for his job. I wanted to see if Steinreich was good at sports so I asked him if he would like to play basketball after school. He replied yes.

Steinreich came over to my house and beat me 20 points to 10 points at one on one. I figured he must be pretty athletic.

We went inside and I let Steinreich listen to some of my American tapes. He loved them. He said he had a guitar and that I could go see it next week.

I slept over Steinreich's house and played his guitar. We had delicious German food. His family was interesting in the way they spoke to each other. I felt I could have many new experiences from his culture.

This experience proved to me that stereotypes are wrong.

CARLOS SIACA

GRADE 8
MEMORIAL MIDDLE SCHOOL
FITCHBURG

Uno de los problemas que yo tengo es el idioma. Como yo no hablo inglés, tengo problemas para entenderme con los demás de habla inglesa.

El clima de aqui es muy diferente al de mi pais, que es Puerto Rico. En el frio aqui, uno tiene que estar bien abrigado y en el calor hace más calor que en mi pais.

Otra cosa que quiero decir es que eso lo siente casi todo el mundo. Es que uno se siente extraño cuando uno llega a otro pais, en el cual no es el mismo el idioma, ni las mismas costumbres, ni la misma comida; en fin casi todo es diferente. También quiero decir que algunas personas dicen que hacer amigos que no hablen el mismo idioma es difícil, pero para mi eso no es cierto, porque después que uno quiere no importa ni el idioma, ni nada. Yo aqui llevo 5 meses y ya tengo muchos amigos a donde vivo y en la escuela.

De lo último que quiero hablar es lo de ir a una escuela que tenga diferente cultura porque no puede casi nunca uno hablar con alguien que hable español. Pero gracias a Dios yo tengo amigos que hablan ingles, y no tengo problemas para entenderme con ellos.

Por otra parte también hay muchos beneficios para los hispanos, como escuela bilingüe, en la cual yo no he tenido la suerte de asistir a una de ellas, por la razón que no hay facilidades para los alumnos que estan en silla de ruedas. Pero a pesar de esa dificultad me siento muy contento porque tengo buenos maestros y amigos que me ayudan con todo.

ENGLISH TRANSLATION

One of my problems is language. Since I do not speak English, I have problems in communicating with people in this language.

The climate here is very different from that of my country, Puerto Rico. Here, when it is cold, you have to use very warm clothes, and when it is warm it is warmer than in my country.

I want to say something that everybody feels. The feeling of being a stranger when you arrive to a country, where the language is different, customs are different, food is different; and actually almost everything is different. I also want to say that some people think that it is very difficult to become a friend of someone who does not speak your language, but this is not true if you want to make friends. I have been here for 5 months and I already have friends where I live and at school.

Finally, I want to talk about going to a school of a different culture, where you can hardly talk to people that can speak Spanish. Thank God, I have friends who speak English and I do not have problems to communicate with them.

On the other hand, there are many benefits for Hispanic students, such as bilingual programs, to which I have not been fortunate to attend because there are no facilities for students confined in a wheelchair. Despite that, I am glad because I have good teachers and friends that help me a lot.

DAWN M. GREBER

GRADE 12
CLINTON HIGH SCHOOL, CLINTON

"THE BENEFITS OF DIFFERENT CULTURES"

There are many benefits in meeting someone who speaks a different language and has a different culture. A person may get frustrated with conflicts of opinion, etc., but in the future we can benefit from the experience.

This past summer I met a penpal of mine, Mohsen, from Saudi Arabia. He was visiting his brother in the United States, and stopped at Boston, Massachusetts to meet me. It was a thrill to meet my correspondent, who I had known for a year.

Mohsen introduced me to his friend, Soleh. Many of Soleh's friends visited the apartment. They played cards, and joked in Arabic. For some peculiar reason I did not feel uncomfortable or annoyed. I watched their expressions when they laughed and sighed, and I realized that people are basically the same. The only chance they probably have to speak their native language is at home. I would do the same thing if I were in their position.

Paula, Soleh's girl friend, never spoke Arabic. Even to this day, I'm not quite sure if she Saudi Arabian, for she appeared Indonesian. I am assuming she is, for the men would talk to her in Arabic, and she would answer in English. She was proud of her new American Citizenship.

We had lunch at Soleh's, and later that evening we went to the beach for a cookout. I experienced Arabic food, and I learned how they liked to dance, break dancing. We sat and joked. Paula yelled at them to speak in English for me. I protested that I didn't mind, and I really didn't. I was having a great time. That night I was overwhelmed with joy and exhaustion.

My next meeting with Moshen didn't go quite as well. He felt that women shouldn't work and men should provide for them; and women were too

weak and shouldn't do strenuous exercises. Both were contrary to my opinion. Our differences in opinion raised some anguish.

He could not understand the reason women wanted to work when they could have cherished life at home. I could not help but laugh.

This is how the conversation progressed. Neither one of us is to blame. I was raised by a liberated mother, and he was raised in a male dominated society. I could see his view, but anger still arose.

We both liked to travel; we wanted to be happy; we laughed over the same jokes; and we liked the same music. It was the people who surrounded us, and the backgrounds in which we were raised that separated us.

As I am sitting here today, I believe that it was one of my most knowledgeable and exciting experiences of my life.

SOUVANNY SENGVILAY

GRADE 9
WATERFORD STREET SCHOOL, GARDNER

The difficulties I encountered when I first moved here to the United States were many. We had a lot of problems. My father got sick when we got to Thailand. When we moved to the United States the doctor found that my father had a kidney problem. That made my family sad. We didn't speak English except for my father and he didn't speak that much English. When my father got sick he had to go to see the doctor almost every week.

When the school opened I had to go to school. On my first day in school I didn't talk to anyone except to the teacher and they told me that I needed extra help. All the students in the class looked at me and they all laughed at me because I looked different from them. When I went to my math class the students made fun. I didn't know what to do or what to say to them. If I said something they always told me to shut up so I just sat and was quiet.

When I walked to the hallway some of the students were kissing and hugging. I didn't understand why the American students do that as I thought a student is suppose to come to school to get an education not to fool around in school. If they wanted to do that why didn't they go some place else for I think it is against the rules.

In my country none of the students can do that and students are not suppose to make fun of the teacher. The student must do what the teacher says. The teacher and the parent are the same.

American people are very nice people. Some people are strange. In America there are many different cultures which I love very much. My family enjoys living in the United States.

SOUVANNAPHONE SENGUILAY

GRADE 10
WATERFORD STREET SCHOOL, GARDNER

When I first came to the U.S.A. I had a lot of problems. I had to learn to speak English as I didn't really know much except to say "Hi" and "Goodby". English is really hard to learn. Because I could not speak English, making friends was difficult also. My family had to learn how to buy groceries in the food store. In Laos we bought food every day in an open market.

We also found we had to watch our money carefully not to over spend. We like jeans very much but they are expensive. Going to school is very different from in Laos. In Laos it was one room and one teacher. We didn't change classes and most everybody went only to grade 6.

When we first arrived my little sister was put in the hospital for bad infection of her leg. This was scary for all of us. My father also was very sick. We have had to learn a lot for the past three years to help him and to understand what sickness is. He got a new kidney this summer. We learned to keep doctor appointments and how important they are.

School is still very hard and my father takes many medicines. My little sister started nursery school this year. We still do not understand the welfare system. But we are happy and enjoy living here in the U.S.A.

RAFAEL RIVERA

GRADE 9
FITCHBURG HIGH SCHOOL, FITCHBURG

"NUEVAS EXPERIENCIAS"

En diferentes ocasiones escuche algunas personas hablar sobre los choques de cultura. Nunca pensé seriamente sobre este asunto hasta hace un ano y medio en que mis familiares decidimos que seria provechoso para mi, terminar mi educación en los Estados Unidos. Por entender que existe una variedad de campos profesionales mas extensa que la que se ofrece en mi pais.

Mi experiencia durante el tiempo en que he vivido en este pais ha sido variada. He palpado que en esta gran nación conviven personas de casi todo el mundo. Mis relaciones más directas han sido con personas de habla hispana. Refiriéndome especificamente a los puertorriqueños, a pesar de que tenemos la ciudadanía norteamericana y que nuestro código de leyes es semejante al que rigue esta nación. Cuando non trasladamos a vivir a este pais nos sentimos terriblemente desorientados#

En mi opinión la barrera mas dificil de superar es la del idioma. Resulta embarazoso no poder communicar nuestras ideas ni nuestras necesidades en una forma correcta, frecuentemente teniendo que recurrir a una segunda persona para que nos traduzca en diferentes ocasiones.

Otro problema es conseguir un trabajo adecuado, teniendo que conformarse las personas con ocupar las posiciones mas bajas y los trabajos de peor remuneración. Es bastante difícil que una familia consiga un apartamento cómodo especialmente si tiene niños, viéndose obligados a ocupar apartamentos localizados en vecindarios poco agradables.

El hispano esta acostumbrado a relacionarse estrechamente con sus amigos y familiares, por el contrario, la cultura americana es una cultura individualista. No es un secreto el racismo que existe en toda cultura, especialmente la norteamericana. Desgraciadamente, el hispano es frequente víctima de esta ignorante injusticia.

La gran mayoría de los puertorriqueños desconocen sus derechos y sus obligaciones e incurren en falta por ignorar estos aspcectos. Por otro lado estoy consciente de que muchas personas que nos antecedieron en llegar a esta nación desde muchas partes de America Latina no se cuidaron de sentar unas bases sólidas que garantizarian sus derechos como ciudadanos americanos.

Pienso sin embargo, que esto puedo mejorar, y que la clave esta en la educación y fomentar el derecho al voto entre otras cosas. Mi opinión es que esta generación de hispanos está en gran ventaja y es mi esperanza que llegue el dia en que podamos organizarnos y unirnos como el grupo fuerte que somos. Solo en la unidad encontraremos la verdadera libertad que deseamos todos.

English Translation

"NEW EXPERIENCES"

I had heard people talk about cultural shock on several occasions. I never thought seriously about this matter until my relatives and I decided that it would be good for me, to complete my education in the United States. With the understanding that it offers more extensive and varied professional fields.

My experience during the time I have lived in this country is varied. I have experienced that in this nation live people from almost everywhere in the world. My most direct experience has been with Spanish-speaking people. I am talking about Puerto Ricans, who despite having American citizenship and similar laws, feel extremely disoriented when we come to this country.

In my opinion language is the most difficult barrier. It is embarrassing to be unable to communicate your ideas and needs in an appropriate way; we often need another person to translate for us.

Another problem is to obtain an adequate position, having to put up with lower salary jobs. It is quite difficult for a family, especially if they have children, to find a good apartment; they usually have to live in apartments located in neighborhoods that are not very pleasant.

The Hispanic is used to maintaining a very close relationship with friends and relatives; the American culture, on the contrary, is individualistic. It is no secret that racism exist in any culture, especially in North America. Unfortunately, the Hispanic is often the victim of this injustice.

The majority of Puerto Ricans do not know their rights and responsibilities and make errors for ignoring these aspects. On the other hand, I am aware that many people from Latin America that came to this country before us, did not establish a solid basis that would guarantee their rights as American citizens.

I think, however, that the situation can improve, and that the key is education and the promotion of the right to vote. In my opinion, this generation of Hispanics is in an advantageous position and I hope that we will unite as a group. Only in this unity are we going to find the freedom we all wish.

APPENDIX-C: WINNING ESSAYS OF THE 1983 CONTEST

JASON WILSON

GRADE 3
WEST MAIN STREET SCHOOL, SPENCER

"MY CULTURE"

I am an American Catholic. My ancestors came from many different countries. One custom of America is putting your hand over your heart when you say the Pledge of Allegiance. Since I am a Catholic it is a custom that I be baptized. Different cultures have different foods. In America we like hamburgers, hot dogs, french fries, and potato chips. Spanish people like spicy food. Japanese people like fish and rice. The Japanese culture is also different from ours because they dress, talk and write different. Many countries celebrate Christmas and New Years just like us. America has other special days like Thanksgiving from the days of the Pilgrims, and the 4th of July which is Independence Day. In our culture you can wear almost anything you want. Most people own jeans. America has different symbols. Our flag is red, white and blue, and the great bald eagle also stands for America. I am proud to be an American because I am free to talk and write about anything I want to.

RAUL SANCHEZ, LUZ SANCHEZ
DEBBIE ORTIZ, KAREN RIVERA
DEBORA RODRIGUEZ, IVETTE DOMINGUEZ

GRADE 2
JUNIPER HILL SCHOOL, FRAMINGHAM

"COMIDA"

A mi me gusta toda clase de comida. Comemos arroz frito de China. Yo como pizza. Raul prefiere hamburgers. Mi mama cocina arroz con pollo. Vamos al restaraute Mexicano "Chichi" a comer burritos. A mi me gustan las pa-pas fritas. Ala nina le gusta la langosta. A mi me gusta el pulpo.

MARK OSYF

GRADE 3
MEMORIAL SCHOOL, MILLIS

"ABOUT UKRAINE"

I was born in America, but I'm Ukrainian. The Ukrainians are a Slavic people in Europe. My parents and ancestors are all Ukrainians.

The Ukraine was a free country until the Russians took over. The Ukrainians still have their own language, religion and culture. The flag is yellow and blue. The Ukrainians are famous for their Easter Eggs. Their Easter Eggs are beautiful because they use wax candles and funnels and dyes. The eggs have all kinds of designs. The Ukrainians are also famous for their dancing. Their dancing is lively and quick. Their costumes are beautiful. Most of them learned to dance when they were four years old and some still dance. That's all I have to say about Ukrainians. Also, I know how to speak it.

TRUNG DANG

GRADE 6
ELM PARK SCHOOL, WORCESTER

"THE FUN MY FAMILY AND I HAD"

In Vietnam, I had a great time being with my family. But now I'm in America living with my parents, sister and brothers. Sometimes I think about my grandparents and other relatives back in Vietnam. Sometimes I even cry when I think about them.

Back in Vietnam, I used to get a spank, but my grandfather used to protect me. When company was sleeping over, I used to sleep with my aunt. When I was bored, my uncle would think up a game to play. When I was sick, my grandmother would fix me a bowl of soup or rice to make me healthy again. If I had trouble with my homework and my father was busy, instead my grandfather would help me. Out of my aunts, uncles and grandparents, I love my grandfather the most. Not because he gives me things and doesn't yell at me, but because he cares about me and I know he loves me, too. But that doesn't mean I don't love my other relatives. I remember when my bike broke before and my grandfather fixed it. One night he took me to this coffee shop where he always went after dinner. But now I'm in America and he's back in Vietnam. He's about eighty years old now. I'm worried about him, because the last time he sent me a picture of himself, he looked different and thin. I'm afraid he might get ill and die. That's why I cry when I think about my family in Vietnam. But I try to be happy and think that their there where ever I go.

JURLINE TURNES

GRADE 6
BURNCOAT ELEMENTARY SCHOOL, WORCESTER

"AFRICAN WEAVING"

The craft of weaving is found in many parts of Africa. I will be studying the weaving of Ashanti of Ghana. The Ashanti are famous for their weaving and cloth they produce. The weaving is usually done in the open air under a veranda or the shade of a large tree. Sometimes it is done indoors especially by women, in a room which opens onto the outdoors. Men traditionally weave on a narrow strip loom. The cloth is formed in narrow bands or strips which are sown together to make a large piece. Women weave on an upright, vertical loom. The clothe produced on such a loom is much larger than strip cloth. Usually two matching pieces are woven at the same time, and they are sewn together to make a wrapper when completed. Hand-woven cloth is used to make clothing, blankets, etc. Although clothing is not a necessity in this hot, humid country men and women took great pride in the old days in weaving elaborate clothing. They spent much of their time weaving and caring for their garments, and weaving became an outstanding Ashanti craft. Today Ghana has cotton mills whose output supplements the imported cotton goods.

And more mills will be built as more power becomes available. For this program the government has laid out two, five, and seven year plans to be accomplished under the Industrial Developments Corporation. The plans also include the building of factories projects, manufactured cigars and cigarettes, for bricks and tiles, and for machine parts. Despite these future projects, manufactured goods will not replace for a long time the home crafts on which the Ashanti depend.

Has Replica of African Weaving to accompany essay!

ALLIS GHIN
SUZANNE GRACE

GRADE 4/6
JUNIPER HILL SCHOOL, FRAMINGHAM

"KOREA"

The people in Korea are usually shorter than the Northern Chinese. Also Korean people have straight black hair, dark eyes, and olive-brown skin. They have high cheek-bones and their nose is rather flat. The people that wear white are sometimes called "The white clothing people of Asia".

The Korean Language has ten vowels and fourteen consonants. Also the Koreans write a simple phonetic script called "Hangul". Most Koreans use Chinese. I speak Korean to my mother and English to my father, brother and school friends. Since 1945 only Korean has been used in schools, but now they only speak Korean in Korean schools. Every Saturday I go to a Korean School. I enjoy going there, but it is very tiring because it is a thirty minute ride.

I go to Korea every summer. I stay at my cousins' house in Seoul. My mother was born in Seoul, Korea. My father was born in North Korea. My father's name is Duk Gil Ghim. My mother's name is Hua Jong Ghim.

My father's parents did not like the Communist country. They ran away including my father's cousin, who was about twenty five years old when my father was about ten. His cousin died along the way. Finally, my father and his parents were in South Korea. Suddenly there was war. The North Koreans attacked the South. My mother and mother's brother and parents took a train to the country side in Po-Hang. There my mother did errands for other people. She got very little money. My father shined shoes. He got very little money. He was a very hard working boy. He went several miles to get one pail of water. Since it was very heavy, he would spill a lot.

My father and mother met each other in college. They got married and had a son named Steve Ghim. His Korean name is Su Hun Ghim. When he was one year old, they came to America. When Steve was three, I, Allis Ghim, was born. My Korean name is Heun Jong Ghim. Many people were killed in the war, but thank God, my parents are still alive!

ALISON QUINN

GRADE 8
WOODWARD SCHOOL, SOUTHBORO

"MY IRISH HERITAGE"

In past years it has been an Irish tradition to pass down stories from generation to generation. This leads to the generalization of all Irish being non-stop talkers always with something to say. The Irish became strongly stereo-typed as "Big mouths", and if you were Irish and had nothing to say, people didn't know what to think.

My great-grandfather, John B. Quinn, was the first on my father's side of the family to be born in the United States. His father had come over from Ireland shortly before he was born.

Following the Irish stereo-type, my great-grandfather was quite a talker. For one example he was involved in politics, where obviously much talking was done. He also participated in school activities and was the chairman of the school committee as well as being the Comissioner of the Boy Scouts in the city of Stanford, Connecticut.

Next he became the trustee for a Roman Catholic Church called "Saint Mary's Church" in Stanford, Connecticut. The church was started by himself, and a few other Irish men and priests. He dedicated much time and hard work to the church and years later it was decided to build a new church because the old church was too small for some of the church needs. My great-grandfather became the chairman of the committee in charge of arrangements for the new church. His work in organizing the plans for the new Saint Mary's Church were outstanding and in return, Bishop McAuliffe selected him to receive a trowel from the Church Committee. The Bishop presented the trowel to my grandfather and for once a talkative Irishman had nothing to say.

JOSHUA R. GOLD

GRADE 7
FOREST GROVE MIDDLE SCHOOL, WORCESTER

"THE ARMENIAN MASSACRE: SLAUGHTER OF THE INNOCENTS"

It happened so many years ago; the sweeping over by the Turks on Turkish Armenia, the murder, the rape, the plunder...and today - the denial.

I talk of the Armenian massacre, the first act of genocide in the 20th century. How did it start? And why?

In turkey, Armenians had great influence over art, business, and government. The Turks, jealous of the Armenians, and worried about their growing dominion, employed a number of massacres upon them. They were sent packing like rats over the raw Syrian desert. Many died when forced to drink sulfur-ridden water. Others perished when attacked, pillaged, raped or axed in their ordeal in the desert. Still others suffered mutilations from these constant waves of attacks.

My great uncle, who was a college professor, moved to Turkey and was captured. He had a rather full beard; the Turks plucked every whisker of it from his face, as well as ripping out his fingernails. Eventually, he died from extensive torture. Yet, others like him suffered deaths not fit for a dog. Orphans were burned alive, while the stomachs of pregnant women were cut open.

The Armenians were separated from their motherland. Worse yet, the Allies deserted them, save for the Soviet Union, who gave them asylum, and a new homeland; Armenian S.S.R.

The nightmare was over. Yet in the end, the casualties were staggering. The estimated minimum death toll was .....1.5 million.

But even today, something almost as amazing as the slaughter itself is the fact the Turkish government denies any massacre whatsoever. This is so much different from the Germans, who have paid indemnity to Holocaust victims, and sullenly admitted their crimes.

But refrain, Armenians! For brave liberators of Armenian people fight to bring the truth out in the open.

As a closing note, I'd like to say that I'm proud to have come from Armenian and Jewish background. I'm proud to have come from two groups of people who have endured so much, and survived through it all.

DEBBIE DEGON

GRADE 8
NORTHBORO MIDDLE SCHOOL, NORTHBORO

"CULTURE"

Erin go braugh!!! Si Senior!!! I have relatives in Spain and Ireland, and I talk with them about the differences in food, school, and home life in each country.

Some relatives from Spain came to visit this August, and I couldn't believe it! When I met my step-uncles' cousin, he kissed me! When I asked my grandmother about this unusual custom, she went into full detail. Everytime someone leaves, for no matter how long, they go into a big ceremony of kissing everyone twice, once on each check. Their daily customs are very different also. They sleep very late and have breakfast about eleven o'clock am, lunch at three o'clock pm, and dinner at eleven o'clock pm. Then the real fun begins. They can go out dancing or anything. Usually they get to bed about three or four am, and then the cycle starts all over again. You can imagine what it's like for anyone on vacation to adjust.

I also have a distant relative in Ireland, though I consider her a good friend. One day when she came to visit, we got to talking about accents, and we each though the other had one! I also took her roller-skating. She really loved the rinks here. She said the ones in Ireland aren't smooth and there aren't good lights. School is also very different. If the student is entering a new school, they spend the first few months getting to know the teachers and the other students! The weather is another story. It rarely snows, and it's usually rainy. I would never want to live there.

I can get along well with my relatives, but I certainly couldn't get along well where they come from. As the old saying goes, "It's a nice place to visit, but I wouldn't want to live there".

GRADE 9
HOPEDALE JUNIOR/SENIOR HIGH SCHOOL

May 4, 1981, was a terrible day for my friends and family, as well as for myself. My first cousin's grandfather, the Turkish Consul to Boston, was assassinated while driving home from his small import shop in Cambridge, Massachusetts. The event shocked me terribly when I learned of the broadcast that morning before school, on the news. That is how the entire family was notified, by the news the next morning. It, the assassination, was all the more horrible to me, since I, unlike those older than myself, had no idea as to why such a nice man was murdered.

I was young, ten years of age, and so my consciousness of the facts behind the slaying were not fully present. Weeks before the actual assassination, a member of a militant Armenian faction hurled a pipe-bomb through the front window of his Turkish import store. The act became a fouled terrorist's attempt to do the man in right then and there. The explosive device was not fully operational, and so but a minimal amount of damage resulted to the displays within.

From the day of the bombing until the day of his terrible fate, Secret Servicemen, the Federal Bureau of Investigation, and the local police were swarming over every aspect of the life of Orphan Gunduz, that one Turk, Consul to Boston, he who was loved by his many friends and relatives, to try and save him from further harm. At the same time, the family life that I was so familiar with was disrupted, and the Turks of the family were in constant panic and anxiety.

Since I was young, my family would refrain from mentioning the situation and the political aspects connected with it. I did manage to cover some facts, including the reason for Mr. Gunduz's death. Early in this century, there was a horrible massacre upon the Armenians by the Turks. Armenia is located between Russia and Turkey, a trouble spot indeed. Now, almost 100 years past the incident, the surviving Armenians, led by a small terrorist group, are avenging their dead by slaying important Turkish political figures all over the globe and are making a political statement against the Turkish government. It is because of an age-old hatred that a man of whom I was fond is now dead.

My seventh-grade school year, as well as my home life was disrupted by the assassination, and I only now comprehend why. It was a cultural experience in itself, to lose a good part of my life in a political squabble between two nations. It was a senseless killing, an innocent life taken in a meaningless act of revenge.

My family is just now starting to adjust to the loss of a very important benefactor. A 15-year old boy is left without a father, and a woman in the prime of her life has lost her husband and provider. i will never forget that day, even now as I watch the selling of the objects from his Turkish store in Cambridge. There will always be an empty space in my heart from the shock of death in the family, the first and worst of my generation. Although sudden prejudice against the race of Armenian by every member of my family has arisen, I try to keep an open mind.

A cultural experience should be one of joyful reception, learning, and enlightment. Mind is not only one of learning, but also one of sorrow, and it is one that I shall never forget.

CHERYL GORSKI

GRADE 12
CLINTON HIGH SCHOOL, CLINTON

"INNOCENCE OF FREEDOM"

*The morning air was raw, and bit at Janek's * uncovered face and hands. Slowly the events of the day before filtered through his sleepy mind.*

It had all started months ago when Germany invaded Poland. From that on constant bombing and shelling had plagued Janek's village. After a few weeks of the shelling, the survivors had to move on. Janek's family put together what little belongings they had and headed to Settin, a large port. They were shuffled along with a myriad of other Poles fleeing the Germanic invasion. What seemed like years later, they arrived in the United States of America.

From the moment they docked, Janek felt an over whelming sense of emancipation and overall intoxication with the sights and sounds of the American port. His whole family was full of stories fabricated by lonely travelers and crew members who represented the United States as a land of milk and honey where money fell off trees. They planned to find jobs, housing, and friends of all sorts in this promised land and soon be wallowing in luxury and freedom. But it didn't turn out that way.

*When they got off the boat, after coming over the sensation of land and the new surroundings, Matka * took the role of general and got everyone to gather up their belongings and move on from the pier. They settled in a small cafe which seemed to be teeming with many families in the same predicament. The air was thick with smoke and the noise so unbearable you could hardly hear yourself think. Father stood up and stated he was off to find work, kissed the children, then left. For a long time, everyone just sat there not knowing what to say. Finally Jena * broke the tension by asking if they could get something to eat. Matka ordered some hot tea and a loaf of bread and the children ate hungrily. Then Matka, getting tired of the vulgarity and pungency of the cafe hustled the four children into the street to go look for housing. The day was long, and the answers all the same. There was no room or they didn't rent to immigrants. Where were the open arms? The essence of this very nation. Where did you go to find this Paradise talked about?*

The first night for the family in America was not a pleasant one. Matka found an abandoned building on the waterfront that was taken over,

Many other young men, feeling his same confusion and chill were also awakening. Many older men were returning empty handed to their families from their search for this "abundance" of employment. Father was just through the door when Janek saw a little gleam in his eye. A pleasantly warm feeling gripped his whole body and he practically tripped trying to avoid the numerous immigrants sleeping on the floor. Father excitedly told Janek of his night.

At first things did not go well. There were no jobs for unskilled laborers anywhere on the waterfront. But, when he stepped in a little bar to get some warmth back into his body, he overheard about a group of people who were sponsoring immigrants with housing and food until they could earn some money. He excitedly set out to see if they could help him.

*When he got there, he found pleasant surroundings and the sponsors were from the old country. He traded stories with a man who had only been in America a few months. Things had gone well with him and so he had decided to help others. He agreed to put up the family for six months in exchange for help in the fields and house from Matka and the children, and when Father got a job he could pay him back a little at a time. When Matka heard this, tears came to her eyes and she embraced Father warmly. He held her at arms length, looked into her eyes and said, "Our hope has carried us through, surely, Jeszcze Polaska nie zginela * here in America".*

*

Janek - pronounced Yanek, in English, John
Matka - in English, mother
Jena - pronounced Genya, in English, Jean
Stas - pronounced Stash, in English, Stanley
Jeszcze Polaska nie Zginela - Poland will not perish. (The Polish National Anthem)

KELLY CONNOR

GRADE 1-3
COLUMBUS PARK, WORCESTER

"A SCHOOL WITH MANY CULTURES"

I go to a school with many cultures. The problem with this kind of school is there are too many students. Sometimes I'm not to sure what they are saying. Away to overcome this problem is to study their languages and cultures.

My school has multicultural teacher. We are learning many different things about people and their cultures.

I have learned many things about own culture. We are making heritage books and I have found out many things about my French-Canadian ancestors. I found out that my ancestor's favorite hobbies in Canada were quilting and carpentry and also a favorite food was pork pie. I am sharing all this information with my classmates so they can learn all about me.

SUZANNE N. MORSE

GRADE 6
FOWLER JR. HIGH SCHOOL, MAYNARD

Some of the problems of having a mixed culture are some people are prejudice of other people. For example, if a Mexican person moves next to an Irish person, the Irish person may not like the Mexican person or vice-versa. Also past conflicts in the original country they come from is a problem. Suppose a German meets a Jewish person. They will probably not like each other because their countries once had problems with each other. Another problem is some people have different customs in dress, religion and other things. They might get teased because their customs are different. Also, someone might say something bad about a certain culture and not know that the person is of that culture. That can ruin a relationship.

Some benefits are people can learn different customs. They can learn how to cook different foods. They can learn a new language. You can learn how to make different clothes to wear. You can learn interesting stories from a culture and see if they're similar to a story from a different culture. Another benefit is when a person from a different culture meets a prejudice person and they see how nice they really are and how being prejudice is stupid.

You can learn about other people and yourself by knowing about different cultures. No one has a perfect culture, and no one has an all bad culture. Everyone should know that and should not be prejudice of another culture.

LYDIA ROQUE
ROMANITA ROQUE

GRADE 11
MILFORD HIGH SCHOOL, MILFORD

"A DIFFERENT VIEW OF THE THE CITY"

As I walked along the city street, viewing old tenement houses and beaten down cars, I thought about the people who lived here and the present habitants. They are part of different cultures, different lifestyles.

In this particular section of the city, Puerto Ricans showed a different way of living than their lifestyle when they were on the island. Now, it seemed, nothing could make them feel safe and at home. Everything was different to them. The language, itself, was difficult to learn. The physical atmosphere of the city, the weather, tenement houses, the noise of the city, all were so different. In the city, they learned to fight with other gangs in their neighborhood. They were not used to fighting on the island.

However, they were hard workers, inspite of their difficulties. They worked in the garment industry, the hotel industry, the custodian trades, and along the wharfs. They became owners of all the low-paying jobs which were left to them by other ethnic groups. These other ethnic groups were once like them. Yet these people are proud. Their Spanish language, the food they eat, their music are part of them and always will be.

Further down the block, in the Italian section, a religious festival was taking place with food, booths with religious articles and a high school band serenading the crowd. Looking at these people, I think about their history and when they first came to the city. Their poverty led many to gang wars with other ethnic groups. They worked hard and in the beginning - they worked as factory workers, garabage workers, and other minimal jobs. However, unlike the Puerto Ricans they have been here for many years, and are now restaurant owners, factory foremen, union leaders, etc. Today, they are respected members of society. As I retreated slowly from this festival, I realized that time changes cultures. They become a part of the American culture. They somehow, grow into a way of life with both the Puerto Rican and Italian culture.